

## 'Examine roles, not birth-rate'

by John O'Leary

Universities should be re-examining their roles rather than simply looking at demographic trends, Professor Ralf Dahrendorf, Director of the London School of Economics, said this week. Failure to adapt to a changing society would leave them "barren and uninteresting".

Professor Dahrendorf called for the setting up of a commission to take a long-term view of the pattern of higher education before considering student numbers. He described the Department of Education and Science discussion document, *Education into the 1990s*, as "intellectually not very impressive".

The absence of positive direction was seen by Professor Dahrendorf as the greatest danger to British universities. In a lecture at University College London, he said two other potential dangers—ideological or political bias and government interference—were less serious.

He said that the government's interference in the education system was not as serious as it seemed elsewhere despite the strictures of economic retrenchment.

## Hampson hits out at Model E

The assumptions underlying the Government's discussion paper on higher education in the 1990s were criticised this week by Keith Hampson, a Conservative parliamentary spokesman on education.

He told a meeting of the Business Education Teachers Association in Bristol that the Robbins principle and student participation rates, which dominated the discussion paper, were not the proper way to determine the future development of higher education.

Model E in the Government paper appeared to be "a series of expedients, which have not been thought through, for nipping up surplus capacity", Dr Hampson said. The right approach would have been to ask what individuals learn and needs were and separate those priorities from "specific institutions or mere statistics".

He added: "The overall goal should be to establish a climate for learning by individuals of all ages and a variety of institutions that respond to particular demand, that education people, working life."

Dr Hampson called for a national, integrated and comprehensive system of student support to replace the existing "haphazard lottery" of local authority discretionary grants and awards, available through the Training Opportunities Scheme (TOS).

He said that the Government's new programme of education maintenance awards was "a way to teach young people to swim before they can even crawl". Some 100,000 youngsters urgently needed basic training in numeracy and literacy, Dr Hampson believed. Money would have been better spent on courses at this level than on trying to persuade 30,000 extra students to stay on for A-level courses.

Outlining a five-point alternative programme, Dr Hampson said that special courses similar to the pre-employment schemes run by TOS should be increased and job-related learning encouraged. Day-release from industry ought to be replaced by work-release from schools so that young people gained experience in different types of job.

In a letter this week to Mr Oakes, Minister of State for Education and Science, Dr Hampson also criticized the Government's "back-handed" handling of the recent special scholarship scheme for engineers. The letter accuses Mr Oakes of reneging on a Parliamentary pledge that the new scheme would not be restricted to the elite four-year engineering courses on offer at selected universities.

Because of technological and other changes, however, what Professor Dahrendorf described as the "work society" was destined to alter radically, bringing about the possible end of political consensus. It remained to be seen whether this society could survive without its central feature. Everything presently revolved around work, but it was likely there would be increasing numbers of people for whom there were no jobs.

The question was whether universities had any contribution to make to fill the void, beyond providing a socially acceptable opportunity for voluntary unemployment. In other countries universities were already getting away from the norm of three-year courses for 18-year-olds and beginning to concentrate more on sabbaticals for mature students.

"In my view, we do not need a long discussion of an intellectually better than elsewhere despite the strictures of economic retrenchment."



'The Undulating Door', a photograph from an exhibition by Clarence John Laughlin which will be at the Photographic Gallery at Southampton University from Monday until the end of the month.

## Attack on 'deterrent' fees for overseas students

by Ngau Crequer

The Government must rethink its stance on overseas student affairs if there is to be any optimism about future policy, the United Kingdom Council for Overseas Student Affairs says in its annual report, published on Wednesday.

The report says that if fees continue to be used as a deterrent, and if quotas and control of numbers remain a permanent feature, "education for rich overseas students only at the expense of the poor will inevitably result and the problems of students already here will be multiplied".

The council says its own predictions a year ago of high fees and

"What we need is some kind of commission with a much longer view."

"I would much prefer to see a commission look at what higher education should be like in the 1990s and then look at demographic trends to respond to it."

Professor Dahrendorf, who was speaking in the last of the APT series of lectures to mark the 150th anniversary of University College, addressed his remarks to Lord Aunan, the Vice-Chancellor-elect of London University. London University's diversity made it the ideal starting point for adapting higher education to suit the changing needs of the 1980s, he said.

One major change Professor Dahrendorf favoured was the separation of research from universities. Teaching requirements were always of paramount importance in British universities and research was not fully at home there. A chain of research institutes, or an academy, was necessary.

Leader, page 27

## Government of colleges 'must change'

A wide-ranging review of the internal government of polytechnics and colleges has been called for by the National Association of Teachers in Further and Higher Education in its official response to the Dares report on the management of higher education in the public sector.

The association welcomes the recommendation to set up a national body and describes its proposed composition as "correct". But at local level, the union says, existing schemes of internal college government will have to change if governing bodies and academic boards are to shoulder their increased financial and academic responsibilities.

"The present system is likely to prove inadequate to sustain the development arising from the implementation of the Dares report", the association says. "In particular, academic boards and governing bodies will have greater financial and academic responsibilities than at present and college government will have to be carefully examined."

"It is important that systems of government and management at local level encourage flexibility and participation and the association would emphasise that recommendations in the report will apply to all institutions involved in higher education."

Dismissing allegations that the system of joint national and local finance proposed in the document will necessarily be complicated, NATFHE says that the scheme provides "a sound basis for development".

But it adds: "Where maintaining major institutions of higher education, particularly in metropolitan areas, involves a heavy financial contribution, could prejudice both their ability and willingness to continue to develop such institutions."

The association, like the National Union of Students, comes down firmly against the proposal that some institutions, which provide expensive for their local authorities to maintain, could come under the direct control of the national body.

It welcomes the comment in the report that when a local education authority and an institution fail to agree on a final budget, the latter should "in the national body about the dispute". But it also calls for institutions to be given the right in such circumstances to forward their own budgetary proposals to the national body.

## Winchester move is opposed

Academic staff at Winchester School of Art have unanimously rejected proposals that their work should be transferred to Southampton College of Higher Education. Government of the two colleges are being asked for their comments on a possible plan to merge the two.

A working party set up by Hampshire Education Authority in 1979, at art and design education in the county decided that Winchester, with a maximum student capacity of about 250, was too small to be viable over the next decade. Its report identified the School of Art as the main viable unit for merger with King Alfred's College, Winchester. A previous plan for a merger with King Alfred's was rejected after discussions with the two governing bodies.

However, after a delegation from Winchester had visited the college, the staff of the School of Art voiced their opposition to the plan. A paper setting out their views will be put to next month's meeting of the governing body.

A delegation from Southampton will visit Winchester next month before the staff there decide their attitude to the proposals.

## Late to bed means an emptier head

by Robin McKie

Science Correspondent

It is no use students burning midnight oil in a bid to cram exams for researchers have revealed that late-night studying is less efficient than normal day study.

This disturbing news is coming in an article in *Nature* by Timothy Monk and Dr Simon Ford, of the Experimental Psychology Laboratory at Sussex University.

They conclude that students forget more if they stay up late hours than if they study the afternoon or evening. This is due to their daily body rhythms.

Psychological and physiological arousal which are at their peak levels at the time of the morning study, are lower in the evening. The effect is often concealed from students. Their immediate recall material is as good at 4 a.m. as at normal times. However, in the p.m., they will forget more than those less despondent souls who stay up late hours to catch up on their work.

Indeed, according to theory, increase begins to take effect 20 minutes after the completion of studying. But by that time the student will have gone to bed and he has learnt a salutary lesson.

These conclusions are based on research carried out using a test of part-time nurses' memory. The test was given at three times of day: 10.30 p.m., the other at 4 a.m. and 10.30 a.m.

Immediately after the test, memory tests revealed that the 10.30 p.m. group recalled the film equally well, but after 28 days, the film at 4 a.m. and 10.30 a.m. groups were twice as much as those at 10.30 p.m. "This difference," the article adds, "is reliable."

These effects undoubtedly are due to late-night study, which is less effective than daytime study. The authors say that the results will be important for students and for the design of the curriculum.

Now the researchers are looking at the type of information recalled during memory tests. It is believed there may be important differences in recall of material which is being memorised.

## Students support Marxist lecturer

Students at Sheffield University have instructed their union office to "sit in" at next week's meeting of the university Senate if a proposal to dismiss a Marxist lecturer is taken in private. A meeting of some 200 students met to discuss the proposal.

The student representatives on the Senate traditionally sit in when student matters are discussed.

## Romanian mania makes for PCL pomp problems



VERY EYE

The Polytechnic of Central London, which already has 17 professors on its academic staff, is to pull off a bumpy coup next week by conferring an honorary professorship on Madame Elena Ceausescu, wife of the President of the Socialist Republic of Romania, who is on a state visit to Britain, Peter David writes.

As it happens, the red lady is something of a blue-stocking. Author of *Research into the Synthesis and Characterisation of Macromolecular Compounds*, she has a doctorate from the Bucharest Polytechnic Institute and a clutch of honorary memberships of various academies.

But before she is an academic luminary she is a Communist Statesperson, and the PCL has quickly discovered the Romanian mania for protocol. The Ceausescus, already buoyed up by becoming the first Communist heads of state to be put up overnight at the Palace, are keen that the polytechnic should receive Madame Elena with appropriate pomp.

The PCL has done its best to oblige. Storied lecturers have been told that academic robes—not a common sight at the Marylebone Road precinct—will be supplied in bulk. Flags have been shipped in by the Romanian embassy and the polytechnic's consultant

designer has been told to produce a degree scroll using "top quality hand-made paper".

When Madame Elena's police-escorted cavalcade arrives at the polytechnic on Wednesday (hosted from the Royal Institute of Chemistry, where she will have received an honorary fellowship and a chartered chemist's certificate), they will be swept past a deferential crowd of spectators drafted in from the short-course unit and the management registry to the "Blue Suite", where all will stand as a taped record of the Romanian national anthem is played.

Madame Elena, after being welcomed by a bilingual principal lecturer, will then hear a talk (in English) by Dr Colin Adamson, the rector, on "Anglo-Romanian cooperation and especially cooperation between PCL and academic institutions in Romania".

The Romanian Embassy did produce grandiose ideas for the occasion. One particularly tricky request was for a red carpet stretching the length of Madame Elena's walkabout. Only the intervention of the Crown was able to get the polytechnic off the hook. After a British Army colonel acting as Deputy Controller of the Lord Chamberlain's Office had inspected the polytechnic he said a red carpet was "quite unnecessary".

Applications to teacher training courses are down by 20 per cent, with polytechnics struggling to fill their places. College mergers, stricter entrance requirements and poor job prospects have all been blamed for the decline, which may mean this year's low recruitment target for teacher education is not met.

The traditional colleges have come off best, several reporting substantially increased applications for fewer places. Roehampton Institute of Higher Education, for example, has had 20 per cent more apply for its BEd courses and 25 per cent more for the postgraduate certificate. The College of Ripon and York St John is another where demand is running high.

But recruitment to teacher training courses is causing concern at a number of polytechnics and merged colleges. At Teesside College of Education, which is due to merge with the Teesside Polytechnic this year, applications were said to be very slow. Mr Ken Holmes, the acting principal, said recruitment for the BEd was only 20 per cent towards the target.

At Trent Polytechnic a spokesman said applications were 22 per cent down on last year but that this was a better position than at many other institutions. He said there appeared to be confusion in some schools after the disappearance of some colleges as free-standing institutions.

Miss Beryl Sowerhuts, secretary of the Central Register and Clearing House, said that general applications were 18.6 per cent down on last year and that teacher training probably showed a drop of some 20 per cent. This was a considerable improvement on six months ago, when applications were down by almost a third. The only overall increase was for the postgraduate courses.

It was impossible to tell whether the target of 9,500 students set for this year by the Department of Education and Science would be met. "I hope we are not short because I honestly believe we could run short of teachers again in the 1980s if we do not reach our targets now," she said.

The feeling in some polytechnics is that girls, who fill two-thirds of the places on undergraduate teacher training courses, are reluctant to apply to the new merged institutions. Links have been built up between schools and the traditional colleges of education and it is felt that sixth-formers are still encouraged to apply to the smaller colleges.

## Speed of DES plans for Oakes brings conflict with poly heads

by Peter David

The Government is pushing rapidly ahead with plans to implement the Oakes report proposals on higher education despite a call this week from polytechnic directors to postpone any action until a lobbying-style inquiry has been held to review the polytechnic's role.

Latest plans from the Department of Education and Science envisage setting up the proposed national body in the public sector, provisionally named the Council for Advanced Further Education, on a shadow basis in autumn next year. Legislation would be introduced in the 1978-79 Parliamentary session making it to begin formal work in April 1980 and be fully under way by 1983 or 1984.

The advanced state of DES planning brings the Government into direct conflict with the Committee of Directors of Polytechnics, which has its official reaction to the Oakes report today. In its direct criticism of the report and arguments that the proposed body would be a "shadow" body, it is against setting up a shadow body until there has been a review of overall higher education policies.

The wake of the department's discussion paper on "Higher Education into the 1990s" has been a review of overall higher education policies, which the universities they should be given corporate status and made accountable directly to the national body instead of to the maintaining local authorities.

Local authority control is not based on a detailed knowledge of the institutions and it is difficult to see who benefits from the present form of control and "maintained" status. We look for national planning and funding links with industry and other employers, partnership links with the local authority, but accountability and local control vested in the governing body. This accountability should be to a national body which, in turn, is accountable to Parliament through the Secretary of State for Education and Science.

The directors welcome the notion of a national body but criticise the constitution and the method of higher education finance proposed by Oakes. They say the proposal for a national authority power of veto is divisive and "quite contrary to the general spirit of the report". They express "serious misgivings" about the system of modified pooling advocated in the report and claim that the proposed body would be an "uncomplicated, economic and accountable" system of finance.

If a national body is created, they say, it should be given a committee structure drawn almost wholly from academic staff. They say that the proposed body should be formed by the polytechnics and the universities, and the regional advisory councils should either disappear completely or come directly under the national body with no powers over finance or course allocation.

The other main protagonists in the Oakes drama—the local authority associations—argue due to decide their attitude at the end of the month. But at a meeting last week the Council of Local Education Authorities agreed to press ahead immediately with proposals in the report to set up new regional councils, covering higher education and induction and in-service training for teachers.

Creation of the new councils would require an enabling act and is believed to have the support of the DES, which intends to issue a circular proposing membership and constitutions. The department envisages each regional body having a full-time director and permanent staff. Governing bodies would be drawn from local authorities, polytechnic and college staff, and representatives of industry, commerce and the universities. Separate sub-committees would deal with higher education, in-service teacher training and non-advanced further education.

DES plans for the national body are well advanced. The department estimates it would employ about 50 staff and have an annual budget of some £10 million. The body would be based in London with a full-time salaried chairman working on similar lines to the Science Research Council.

Legislation would be in two parts. A draft Bill would enable the Secretary of State to set the body up by statutory instrument and to "have regard" to its recommendations. Schedule 2 of the Local Government Act 1974 would be modified to make way for the revised system of inter-authority financial pooling.

Leader, page 31

## New curb on genetic experiments

by Robin McKie

Science Correspondent

New Government regulations are to be introduced which will compel researchers to give advance notice of all intended genetic engineering experiments. The regulations have been made by Mrs Williams, the Secretary of State for Education, and will come into force on August 1 this year.

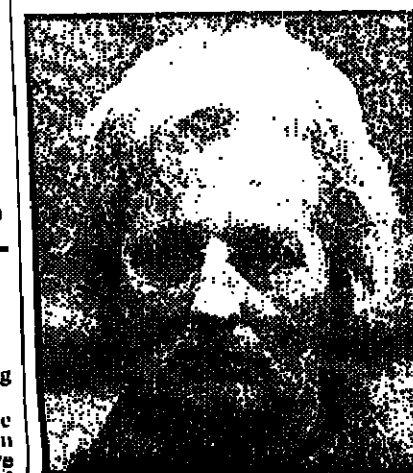
Researchers will also have to notify the Genetic Manipulation Advisory Group, a watchdog body set up two years ago to assess potential hazards, and they will detail the precautions needed to stop experiments causing danger to workers and the public.

At present, this scheme is voluntary, although the group's recommendations can be enforced by Government health inspectors. By extending the Health and Safety Act, the Government hopes it is believed the Government hopes to prevent future industrial researchers, under commercial pressure to produce new drugs, from operating under rushed conditions and in violation from the scrutiny of health inspectors.

But the secretary of GMAG, Dr John Morris, said the new legislation was "almost a non-event" as far as present research was concerned. The Government was merely formalising an existing voluntary arrangement, although the new regulations could help to curtail "cowboy" researchers from carrying out dangerous work in future.

He added that researchers would be happy that the new regulations were only a relatively minor form of legislation. "People should be grateful about that," he said. "At present, all sorts of proposed legal changes are being bandied about in the United States which would greatly limit the freedom of scientists to carry out genetic research."

However, the new regulations do have some sting. Those who continually and deliberately fail to give notification could potentially face dangerous experiments will face a fine of up to £1,000 at a magistrates court, with the possibility of stiffer sentences at higher courts for more serious offences.



Margaret Gowing argues that the usefulness of history has not been adequately recognized, 11

## Overseas students

Judith Judd describes a new survey of the attitudes of overseas students in Britain and Peter O'Neill asks whether the education they receive here is appropriate, 8  
Leader, 31

## Training the unemployed

Patricia Santinelli reports the explosive growth of the Manpower Services Commission in "Briefing", 7

## Popular culture

Olwen Hufton reviews *Popular Culture in Early Modern Europe* by Peter Burke, 13

## Rites of passage

In the Commencement season Steven Muller reflects on how the president's view of his university has changed, 30

## Politics books

The BBC, Henry Kissinger, and coalitions are among the subjects covered in five pages of reviews of new politics books, 15-19

North American news	5
Overseas news	6
Noticeboard	10
Books	13-19
Classified index	20
Don's diary	30
Letters	31



## TV aid for jobless gets £68,000 grant

by Maggie Richards

An experiment in helping jobless young people using television linked to educational material and counselling services is to be extended with the aid of a £68,000 grant from the Manpower Services Commission. The project began with a television series produced by Westward Television last year, and educational material, produced in comic-strip fashion in a jobcentre's kit compiled by the National Extension College at Cambridge. The MSC put £54,000 into the initial venture.

In providing this extra grant, which now only needs Treasury approval, the MSC is hoping to broaden the project and conduct more wide-ranging research into its achievements.

A new series of television programmes will be produced for the latest stage of the project, linked to revised educational materials from the National Extension College.

Research will be carried out by an independent team of two or three people, and discussions on financing the project are still taking place.

One main function of the research will be to identify the type of young people using the project, and to discover what use they have made of other agencies.

There are plans to design a similar scheme for a Northern industrial area, adapting the programmes and materials to different environments.

Talks about this are taking place between the National Extension College and the Independent Broadcasting Authority, but it is not expected that a decision will be reached until mid-July—when the results of a joint BBC-NEC study into the value of television and radio in aiding the 15 to 19 age group will be published.

## Poly names first professors

Two senior members of the academic staff have been awarded the first professorships at Newcastle Polytechnic. They are Professor Peter Brown, head of the fine arts department, and Professor Keith Harris, the chief librarian. The polytechnic council decided last year that it would adopt the title of professor in recognition of individual academic distinction and originality in a field of work of the

polytechnic. The title was to be analogous to a personal chair in a university, rather than being limited to an administrative position.

Separate appointments panels, comprising three university professors and three members of relevant professional bodies, considered the application. Newcastle is among the few polytechnics to have awarded the title "professor".

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## Industry out to strengthen training links

by Patricia Santinelli

Forging strong links with further education will be a major priority of the Food, Drink and Tobacco Industry Training Board during the next five years.

In its strategy memorandum, outlining its policy on manpower needs and training for 1979/84, the board says it is vital to enhance the relevance of vocational provision within further and higher education to the needs of the food, drink and tobacco industries.

It will advise those designing and running courses in these sectors what needs course objectives should fulfill.

The board believes that this will ensure that the future vocational preparation of young people and retraining for adults are appropriate to the needs of individuals and relevant to that of industry.

The food, drink and tobacco industries employ over 1.2 million people and contribute approximately 11 per cent of the gross domestic product of British manufacturing industry and attract 31 per cent of total United Kingdom consumer expenditure.

The board also intends to strengthen liaison with other departments such as the Department of Education and Science, on issues of common concern.

This approach is in line with policies being adopted by some of the other boards. Recently the Engineering Industry Training Board issued a wide-ranging document on engineering craft apprenticeship.

The document particularly sought the support of the education service in implementing a revision of the entire system of engineering craft apprenticeship which would introduce pre-apprentice courses in the last two years of the secondary school curriculum.

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## Responses to 'Higher Education into the 1990s' University of second chance

by Ngalo Crequer

Manchester University has set up a working party to explore how it can become a University of the Second Chance. The move is part of the university's response to the DES discussion paper: *Higher Education into the 1990s*.

The working party, under the chairmanship of Professor John Colburn, vice-chancellor, will explore change and innovation, existing and developing part-time, post-experience and extra-mural courses.

In 1976-77 extra-mural activity at Manchester provided 628 courses involving 15,584 students. Post-experience work provided 228 courses involving 8,473 students. This is estimated as being the equivalent of an additional 2,500 students and the working party will be examining ways of extending the field.

Not surprisingly, the university favours Model E, which supports increased provision for mature and post-experience students.

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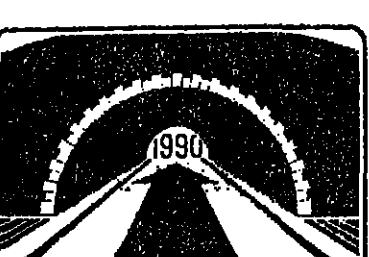
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## University of second chance



The university thinks that the forecast "hump" in higher education numbers between now and the 1990s is too simplistic. It can see no reduction in numbers in subjects like medicine, dentistry and law and says there will be more demand for new four-year courses. Notwithstanding any decline in demand after 1985, numbers were unlikely to drop below the 1977-78 levels.

In one of the first student responses to a report prepared by the union's education office at Manchester challenges the Government's population forecasts.

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## University of second chance

It says the DES assumes that the decline in the birth-rate among 16 year-olds will lead to reduced demand for places, but takes no account of the varying intake from different social groups, and gives no real weight to the improving social status of women or the higher levels of attainment among working-class children.

"The purpose of the exercise seems to be to prove that Model E is possible without any major reform or policy initiative—simply fill the places supposedly to be left vacant by those categories traditionally denied access," it says.

The students say the DES lacks any clear strategy for a supposed broadening of access.

The report calls for courses to be made more attractive to the needs and experiences of those in full-time study, smoother transfer between different institutions with a system of accumulated credits and the waiving of the two A-level requirement for mature students.

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## Engineering professors favour dual system

by Robin McKie

Science Correspondent

Swapping changes in the structure of university engineering courses have been proposed by 400 engineering professors. In evidence to the Pilkington Inquiry into the engineering profession, the Committee of the Engineering Professors' Conference has urged the introduction of a new dual system of degree courses.

The first part would involve expanding the present number of four-year courses to cater for most of the more academically able entering engineering. The content of these category A courses would emphasize professional engineering education, as opposed to the present courses which the professors say are too geared towards management studies. Later years would involve collaboration with industry.

The second part would see the establishment of modified three-year courses for those with lower academic qualifications. These would be scientifically less rigorous but there would be greater concern with engineering practice. "This course would be intended to train category B professional engineers and to fill the gap left by the virtual closure of the part-time route to chartered status," the report states.

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## BBC concern over OU's future needs

The Open University and the BBC are to begin talks on broadcasting arrangements for the OU's fast-expanding continuing education service.

In a note to the university, the BBC has expressed concern about the amount of television time that is likely to be needed in the future, and the need for coordination with the BBC's own further education department on programming.

The OU's contract with the BBC specifies the number of hours of television broadcasting the university is permitted for its academic year—from February to October.

Time allocated to OU programmes in the intervening period is discretionary, and the OU is compelled to put in a bid for the hours it requires. A spokesman for the OU said the continued use of television for post-experience courses was not in doubt.

"Understandably the BBC is concerned about the development of the university's continuing education programme, and we must liaise with them far more closely about what is being done," he explained.

"The BBC is worried that discretionary time is becoming far more competitive, and that its own further education programme is expanding. It is a matter of getting together to look more closely at the whole area."

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## Robbins-style inquiry given SRHE support

by Maggie Richards

Proposals to set up a commission of inquiry to look at long-term prospects for higher education have been backed by the Society for Research into Higher Education.

At a one-day conference last week, held to determine the society's response to the Department of Education and Science's consultative document, *Higher Education in the 1990s*, Professor Gareth Williams, the society's chairman, said the issues were too wide-ranging to be tackled without detailed study, similar to that which had accompanied the preparation of the Robbins report in the 1960s.

Professor Williams, director of Lancaster University's institute for research and development in post-compulsory education, said the era of the Robbins principle was over, and the new direction for higher education had to be plotted with care.

His message found support among society members at the final session of the conference, with general agreement that the society should recommend this approach in its reply to the DES document.

Summing up views expressed in the session, Mr Michael Shattock, academic registrar at Warwick University, said: "It is very clear that higher education is experiencing some kind of watershed. The document has started discussions—but it is only the start."

"During our discussions I have been impressed by the desire for further data, and I would be concerned if the document were to be considered as the end of the road."

"If you believe the projections in this document, there is no way that the two sides of the binary line and institutions in each sector are not going to be set at one another's throats in the competition to attract students."

There was sufficient justification for a group independent of both government and higher education to study the issues involved, Mr Shattock said.

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## NUS call for inquiry into pre-med year

by Robin McKie  
Science Correspondent

A report calling for a national inquiry into conditions for medical students taking their compulsory pre-registration year at hospitals has been prepared by the National Union of Students.

The students believe that house officers are being used to carry out services with little educational value and they urge the General Medical Council to sponsor a survey of these posts.

The report examines a variety of studies into pre-registration years since they were introduced in 1953 to give students "time for thought and further study". It concludes that frequently house officers work such long hours that they are left with little or no free time for study or sleep.

The workload precludes much study and the need for a reference from a consultant prevents criticism. The work itself is frequently repetitive and boring and too much time is taken up with trivial, often many doctors become disillusioned with medicine as a result of the pre-registration year.

"We feel that one of the major problems which has vitiated any attempt to improve the conditions and educational value of the job is the vagueness of the five criteria for the approval of pre-registration houses," says the NUS report.

It is also clear that the number of studies on the subject is remarkably small and that in the past 25 years not one reliable national survey has been performed. The evidence that we have collected points towards the need for a comprehensive national survey which will, hopefully, delineate fully the sources of the present problems and suggest appropriate solutions.

The report says very few of the 350 or so American companies that have significant dealings with South Africa.

The University of Wisconsin has made the boldest move so far. In February the regents voted to sell all shares in companies with South African connections "in a prudent but as rapid manner as possible".

This week a university spokesman said about \$8m of the \$10m worth of stock involved had already been sold.

The student protests have persuaded many institutions to set up an advisory body, often called a Committee on Investment Responsibility, or something similar, which assesses such companies.

In cases where the firm is judged to be performing inadequately, the university regents or trustees are advised either to sell the stock, or to support shareholder resolutions calling on the company to pull out of South Africa or reform its operations.

Most governing boards seem to be taking their investment committees' advice.

During the current season of shareholder meetings, university trustees have, for the first time, actually been initiating anti-South African resolutions. In the past these have been the virtual monopoly of religious groups.

The University of Minnesota led the way on direct initiation of shareholder resolutions. Last November, only six months after radical student first brought the issue to the attention of the university

regents, they voted to table resolutions to force American companies operating in South Africa to uphold the so-called Sullivan principles.

These, which have been adopted as a yardstick by many university committees on investment responsibility, were formulated by the Reverend Leon Sullivan, a black minister and financial adviser to the US government.

Equal pay for all employees doing equal or comparable work for the same period of time.

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An increase in the number of non-whites in management and supervisory positions.

Improvement in the quality of employees' lives outside the work environment, such as housing, transportation, recreation and health facilities.

An example of the sort of resolution that is being supported by some universities at shareholders' meetings is one calling on Esso to stop selling photographic materials to the South African government (on the grounds that they are used for making identity cards). Brown University and the University of Minnesota were amongst the institutions voting in favour.

On the other hand, the trustees of Stanford University (a centre of anti-South Africa student activity) voted against the resolution, though they will write to the Kodak management "expressing opposition to the South African government when used for repressive purposes."

The board of trustees has been advised by the university's new Stanford Commission on Investment Responsibility, set up last year, to abstain from the sale of supplies for all purposes, including medical purposes, and would have imposed an unworkable ban on Kodak products by Kodak's customers.

Stanford president Richard Lyman said that on 11 out of 16 occasions the board had followed the recommendations of the Commission on Investment Responsibility, on which students, academic and non-academic staff, and alumni are represented. But he said the trustees were not going to vote for withdrawal resolutions they did not really favour just to send a message to management.

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## Sharp rise in Salford job problems

by Nigel Crequer

Nearly 70 Salford University graduates failed to find jobs by the end of last year, a rise of just under half on the previous year.

In biology, sociological and geography and the joint business science courses, the proportion employed were between 15 and 20 per cent, according to the annual report of the university's Careers Appointments Service.

In 1976 Salford came second in the "league table" of universities with good graduate employment—only 4.7 per cent of 1977 graduates failed to find jobs, a percentage rise of 10 per cent, out of a total of graduates.

The Careers Service reports that much of the growth in graduate output was in two departments, geography and statistics, and that the number of graduates had risen in many other departments.

But it also blames the loss of jobs on the contraction in the public sector, including administrative, social work, librarianship and health jobs traditionally filled by graduates.

It feels that the unemployment rate will be general and that the future will maintain its record of other universities.

More graduates were also able to find employment because of a marked decrease in the number of students remaining in higher education for further training.

The report says very few of the 350 or so American companies that have significant dealings with South Africa.

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The student protests have persuaded many institutions to set up an advisory body, often called a Committee on Investment Responsibility, or something similar, which assesses such companies.

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## South Africa target for wave of student protests

Universities are under pressure to sell their stock in South Africa. Clive Cookson reports from Washington

It is only a plastic imitation of the Vietnam debate. But the current controversy over university shareholdings in South Africa has become established over the past academic year as the policy issue most likely to rouse American students to protest.

At hundreds of universities, students have been demonstrating, marching and circulating petitions demanding that their institutions' governing bodies to sell their stock in American corporations active in South Africa.

Although there have been arrests, particularly on West Coast campuses, most of this student activity has been peaceful. The nostalgic American media have been comparing South Africa protests to demonstrations against Vietnam—"it is all eerily reminiscent," wrote *Time* magazine.

But some campus observers feel that if a comparison with the past must be made, the current days are the Civil Rights campaign, is more appropriate. Today's protesters, who include younger faculty members as well as students, have revived the songs of the Civil Rights movement, often with updated words.

Few universities have acceded to the more radical demands for "complete divestiture" of stock in all of the 350 or so American companies that have significant dealings with South Africa.

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regents, they voted to table resolutions to force American companies operating in South Africa to uphold the so-called Sullivan principles.

## Scientists call halt to Moscow trips

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Almost as soon as news of the Moscow court's sentence on the 51-year-old Mr Orlov reached Washington, the National Academy of Sciences announced that the entire 20-member delegation had pulled out of a joint United States-Soviet symposium on condensed matter theory, which was due to take place in Moscow the following week.

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Two views of the education which overseas students receive in Britain

## When West is not necessarily best

The simmering row between the Government and the academic world over limits on overseas students and ever higher tuition fees hides much more fundamental issues.

Is a British or for that matter a French or German education the right one for a generation trying to tackle the problems of a developing country? Is Britain causing a brain drain to the West of the brightest talent in the developing world? Does a European education for an industrial-based society alienate them from the needs of a largely rural one? Does research in the West, conducted by overseas and Western postgraduate students, really attempt to tackle the growing disparity between developed and developing, or does it simply boost the power of the multinational corporations of the West?

A number of academic and voluntary aid organizations are already aware of these issues and spreading the message that something has to be done, and the work coordinated.

According to Indian-born Ravi Eulji, head of the Third World Unit at North East London Polytechnic, any thinking must be governed by one basic premise: Education is the most powerful weapon in development aid today. It is not money you are offering, but the chance to increase a person's ability to help himself, to teach many others and so produce a "multiplier" effect.

What is at question is the nature of the education and where it should take place. There is cooperation between the Government and other organizations in Britain. But since there is autonomy in courses and research in the academic world it is necessary to separate out their approaches. It is also useful to examine briefly Britain's European role towards overseas students.

There are some 120,000 overseas students in Britain. Of these only 25 per cent are grant-aided through arrangements between the Overseas Development Ministry and foreign Governments. The ODM, with the British Council, does run some special courses, but clearly they do not affect the remaining 75 per cent of students coming here, and 90 per cent of those are from developing countries.

For them Britain is one of the

most expensive places in the world to study because of fees of up to £850 a year, plus the cost of accommodation and their air fares. Their three-year absence from home may alienate them from their own community. They may not return home, and this can mean a real loss even though they may later remit part of their salaries to help relatives and the country's foreign exchange position.

This British figure compares with France which charges fees of only £35, or Germany where there are no fees and only about £20 to pay for health insurance cover.

Britain does not offer any "recognition" courses to help students to reintegrate themselves in their home society when they have finished their degrees. West Germany does provide such courses. Unlike Britain which limits overseas student numbers, West Germany actually guarantees up to 8 per cent of places on all courses for overseas students.

Students often come to West European countries because of lack of educational facilities at home, but also because of language and colonial ties. Commonwealth students come to Britain just as young people from France's former colonies head for Paris.

But the overseas student financing himself in Britain will almost certainly have to fit himself into an education system whose prime aim is to equip students for the British market. A medical education here is not aimed at rural communities, where most of the population of the developing world lives, but at a sophisticated city-based hospital system, advanced in terms of equipment and paramedical staff. But it is an accident of history that statistics show that in the academic world it is necessary to separate out their approaches. It is also useful to examine briefly Britain's European role towards overseas students.

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Lack of educational facilities at home brings the students to Europe.

aid organization devoted to helping the academic community. WUS believes that it is better to invest money locally where possible, to help build Third World countries' trained and skilled manpower.

The WUS secretary-general, Alan Phillips says: "It is all very well for concerned people in the employ of skilled individuals from industrialized countries to 'solve' the problems of underdevelopment in the Third World. Far more important is that local people should choose their own training to enable them to tackle their own problems in the way they choose."

WUS supports students in their own countries with scholarships. This avoids the alienation likely to occur in a foreign country. Training is more likely to be akin to needs, there are no expensive air fares and the cost of a scholarship is much lower than in Europe so more people can be funded.

At the moment WUS is supporting 805 African undergraduates at University College, Salisbury, in Rhodesia—more than the Rhodesian Government is willing. The institution's total mixed student population is only about 1,600. It has also supported more than 600 secondary school students in the same country.

The ODM, through the British Council, is anxious to expand its training activities abroad and has organized 50 education seminars, using mainly western specialists. But both WUS and the ODM would admit their work is tiny compared to the scale of the problem.

The NEIP believes that the polytechnics, with their applied approach to higher education, have a major role to play promoting "relevant" courses. This general approach is refined down into particular courses for overseas students coordinated by the NEIP's Overseas Higher Education Centre,

run by Dave Daniel. The centre is compiling a list of British academic institutions which run "relevant" courses, and so far about 120 courses have been listed in about 40 different institutions of higher education.

One problem, in consultation with academics from the Third World, is defining "relevance". The Council for Education in the Development last year that it was dangerous to make facile assumptions that practical courses were relevant and theoretical ones irrelevant. But it added: "... if United Kingdom courses are to be adequately relevant to the needs of overseas students many of them will have to be specifically relevant."

It cited a Loughborough University course in "Environmental Health Engineering in Hot Countries", the NEIP's post experience course DipEd, and a course in "Economic and Political Change in Developing Countries" in the Indian and African Societies at SOAS, and said these were specially relevant.

But it concluded: "The recognition that the British education system cannot necessarily meet all the special needs of students from developing countries has led to an increased awareness of the value of Third Country training in conditions close to those of the trainees' environment. In addition it is often more cost effective to send trainees and educators overseas to conduct specific training courses."

Another approach is the University of Bradford's Project Planning Centre for Developing Countries. The information officer, Joan Barras, says the course is designed for applicants from overseas, although European students interested in working on planning in developing countries can also follow it. The centre was set up in 1969, and its post-experience courses include areas such as planning and appraisal of industrial projects, health education and

social projects, tourism and development banks and institutions.

One sign of the centre's success is that it is effectively "exporting" many of its projects to India and Pakistan when they return there.

One area developing direct research. It was no accident that Geneva meeting of the United Nations Conference on Trade and Development was attended by the developing countries by a billion a year compensation for loss of their young talent in research laboratories of the West.

Most academics working in organizations believe the way to develop their own scientific research is to use the facilities of the big power corporations. Some would argue that direct intervention is part of the scientific effort. It is to be done, the problems of the developing world, financed by donor countries and the national scientists.

With financial power and greater than that of governments they are able to play an important role in the development of people help themselves. It is the educationalists who lead the way.

Peter O'Leary

The author is associate editor of *The Third World Media Ltd.*

## EDUCATIONAL TECHNOLOGY

### The avuncular approach to teaching university teachers

In the early 1970s the University Grants Committee, as part of a programme to stimulate the training of university teachers, made an award to a number of universities. Lancaster University was awarded nearly £15,000 to prepare "study units" and the series "Teaching in Higher Education" is the outcome.

The series is made up of four titles on small group teaching, two on lecturing, two on assessment, and one on essay writing. Besides being short (about 50 pages each) and to the point, they have two other conspicuous merits: they are clearly written, and they are also commendably free of educationalist jargon. The authors approach their task in a workmanlike, no-nonsense manner, and convey the impression of experienced practitioners anxious to inform and assist their colleagues.

Perhaps the most impressive book is that on *The Use of Objective Tests*. It tackles a potentially difficult, dreary topic with lucidity and liveliness. It is authoritative in the best sense and obviously written from extensive practical knowledge, combined with a shrewd analytic insight.

The author has a rare, but easily recognizable, gift for putting

across complex ideas in a straight, clear and understandable way. Even if few readers will be excited by the prospect of building up a bank of 500 or 600 test items, many will have a better informed idea of what objective tests are, and of their scope and limits.

The remainder of the series seldom reaches this standard. In general it manages to infuse its message with a sense of unreality and blandness: "God's in his heaven and all's right with the academic world". Its conservative and romantic stance (is it really true, for example, that "much loving care is spent on the construction of courses"?), precludes the questioning of current practice, let alone any critical analysis of the status quo.

The sound advice which the authors purvey is marred by an odd mixture of the trivial and the platitudinous. At times they appear to lose their nerve, burying a worthwhile idea in distracting language, confusing the reader by over-use of the admonitory question "Have you heard me correctly?" or by irritating him by adding a painfully patronising *Listen With Mother* tone ("we should be proud of ourselves when we have produced [a question] capable of eliciting the first class answer without by-passing the comprehension of those whose sights are lower").

Elsa Woodward reports on a new form of in-service training

### Success for SIM project with Gambia laboratory assistants

A new approach to the in-service training of medical laboratory staff has been studied recently in The Gambia. The basis of the project was self-instruction material (SIM), inspired by the Open University's distance learning methods, but exploiting the stimulus and problems of a job as a guide to learning. It was designed to enable the student doing a job to understand the principles involved and relate these to the distinctive features of his own situation.

The Gambia, as in developing countries generally, has a very limited education. It is often necessary to go abroad for vocational training and to recruit qualified staff. These are good reasons for making the most of any opportunities which may be available locally.

This self-instruction approach to in-service training was intended for students working in their own country, to help them both acquire job skills and related broader education, by bringing these two aspects close together.

The recent study in The Gambia was linked to the development of low cost, reliable laboratory instruments for use in small, isolated medical units, primarily in the developing world. These instruments would be of little value if local staff could not be trained easily and economically to make effective use of the equipment, especially when working on their own in remote areas. The SIM consisted of texts and diagrams plus the instruments and the student's own simple laboratory facilities.

The project was concerned with training some SIM that had three training objectives—to develop the technical expertise needed to provide a limited but reliable laboratory service; to develop the student's ability and enthusiasm to go on learning, including the use of further SIM; and to develop the personal qualities needed for working happily and efficiently when little or no professional support is readily available.

The involved evaluating the SIM itself, for correction and development, and studying various aspects of the students' responses, attitudes, competence, enthusiasm, self-confidence and intellectual curiosity. In the light of these observations, substantial revision of this experimental SIM was clearly desirable, but even without these changes the initial results seemed very encouraging.

The two students selected for the project were assistants in a medical laboratory near Banjul, the capital of The Gambia. The younger one was chosen for the project because he was the least experienced among the laboratory staff, having started his

Credibility is the Will-o'-the-Wisp, and status the philosopher's stone, of the educationalist. These booklets pursue the unending quest in their own particular way. They adopt an uneasy juxtaposition of theory, anecdotal discussion, anecdote and avuncular advice ("the old hand would advise against innovation for its own sake, but, having said that, it is too easily blunted; pertinacity is needed to overcome the many obstacles in the innovator's path"). While justly and frankly acknowledging the relevance of most research studies in higher education, the authors appear to feel an obligation to support their sensible remarks with dubious references. In one booklet there are no less than five citations—each relating to a different and quite straightforward point made about note-taking—to a seven-page study of note-taking by a college of education students which was published thirteen years ago. In another, claims about student reactions to open book examinations are backed by referring to a paper published in 1961 about American college students.

It is perhaps only to be expected that material written over a long period by more than one author will contain repetitions and contradictions: statements; fortunately none of the many perpetrated in these booklets seems very serious. What

is more disconcerting, from the reader's viewpoint, is that the titles of some of them are misleading and the arrangement of their contents confusing. This is especially true of the four contributions on small groups, where it is difficult even as an experienced practitioner to pick one's way through the maze of overlapping and interconnected themes. The presentation is off-putting in another way. There is hardly a single illustrative diagram, figure or table to vary the relentless flow of prose; and there is a dearth of concrete examples needed to bring home many complex points. Perhaps this last feature stems from the authors' uncertainty about their audience. Are they confining themselves to novices in university teaching, or do they mean—as the booklet *Inside Assessment* clearly implies—to be written for old hands as well? Can they successfully straddle the arts/science divide without paying the price of a high level of generality? In practice, the effects are sometimes frustrating, but in fairness understandably so.

The booklets in this series have as their common sub-title, "Suggestions for the Consideration of Lecturers". Whether or not lecturers consider them may depend on how they are brought to their notice. A constructive part could

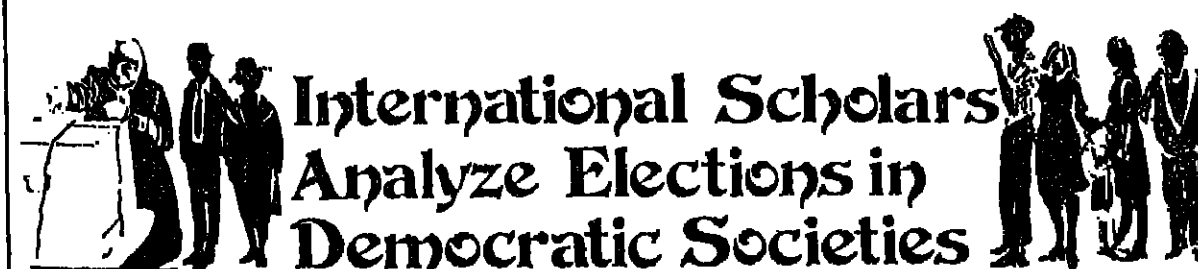
well be played by those concerned with educational development in general, and teacher training in particular, in higher education.

In its proper context, every title could serve as useful background reading for courses and workshops or as a good browse for a lecturer who has begun to take an interest in some specific theme. The collection as a whole provides a useful addition to the staff consultant's armoury. If it proves to be successful, perhaps the series could be expanded to include such additional topics as independent learning and projects, tutoring, and curriculum planning.

*Teaching in Higher Education Series:* 1. *Lectures*; 2. *Why Lecture?*; 3. *Working Together: A Participatory Discussion*; 4. *A Kind of Learning*; 5. *Patterns and Procedures*; 6. *Assessment: 3 Essays*; 7. *Inside Assessment*; 8. *Barbara Cokburn and Alec Ross: The Use of Objective Tests*; 9. *John Matthews: School of Education, University of Lancaster*. 80p each; set of nine, £6.00. ISSN 0309-3565. ISBN 0 90169943 8 to 0 90169961 6.

Tony Becher and Eric Hewton

Professor Becher and Dr Hewton are in the department of education at Sussex University.



### International Scholars Analyze Elections in Democratic Societies

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## Problems of accommodation, race, freedom... and working too

The survey uses one university in its analysis of the student role "not only because it was typical of other universities but because the students' experiences are not all that different from the attitudes expressed by the overseas students of the polytechnics and colleges of further education.

"The major difference is that, while students' expectations at polytechnics and further education colleges may be as high, on the whole they tend to be less complaining and more ready to accept discomfort."

Students often found that the provision of facilities was disappointing, especially the lack of accommodation. "On arrival our needs for accommodation are not properly considered," said some Nigerians. "There should be at least temporary accommodation immediately available for overseas students." A Nigerian postgraduate said: "My greatest disappointment has been discovering that research facilities for the course I have chosen are inadequate."

But some, the report says, were due to the students' own handicaps. An Iraqi postgraduate said: "I advise any Iraqi if an undergraduate not to be married. Wives need attention."

Students' views about academic staff varied widely. Staff are kind, intelligent and helpful, even though the facilities are limited," according to an Iraqi postgraduate.

But a Malaysian Chinese said: "I am treated by my lecturers as if I were British; how can I do well in my papers then? Marketing is taught in a British context and they want me to use British examples, cannot because I don't know any, only Malaysia."

The report suggests that some of the negative reactions to staff may be attributable to different methods of study in Britain. "There might be too much freedom for some students if they don't expect it, and cannot differentiate between cultural differences, and the difference between university/higher education."

There are big variations in relations between students from overseas, and British students, with most complaints coming from the Malaysians.

Within the classroom all is well: "No racial feelings in the class at all; it is not true as we are respected." But outside, things are different. "In the hall of residence the United Kingdom students feel in a Malay Chinese underdog," according to a Malaysian Chinese undergraduate. The report says that Malaysians' protests about making friends with the British may be a cover for pressures of work.

Most staff said they saw students as individuals and did not differentiate between those from home and overseas. "Unless some issue crops up, I don't think of them as overseas students," commented a university senior tutor. According to the authors, however, issues crop up fairly persistently.

A survey which tells British higher education institutions what overseas students think of them is published by the Overseas Students Trust. The authors, from the Grubb Institute of Behavioural Studies, talked to more than 200 students from three countries and on 10 college and university campuses all over Britain. They also talked to staff in the institutions.

Here we publish some of the comments about hopes, fears and problems which the students made to the researchers.

A major problem is lack of preparation for study in Britain. A polytechnic course director said: "The assumption is that an overseas student is qualified in the same way as home students to come on a course. This is untrue. The very intelligent student is able to adapt, the average student will have problems. A tutor at a further education college said: 'They are bad at expressing themselves on paper. Africans can't draw which is serious for an engineer.'

Some academic staff were critical of the intellectual ability of overseas students. "They have lower intellect than British students so we set their exams to lower standards," a department head in a polytechnic said. More, however, praised the overseas students' capacity for hard work. One university reader said: "We standard degree here—higher for overseas students because they are keen and do all their homework. They are a threat to home students

in the standards they set."

Despite the problems, the report says, there is reluctance to reduce overseas students' enrolment. "On the one hand they have the educational value of assisting the educational process. On the other, they are important courses of study in being." A deputy director of a polytechnic told the researchers: "I think it is true that some courses really rely on overseas students to keep open." A department head said: "If a cut (for example) in overseas students' quota does come about, we have worked out a system whereby we keep overseas students in the BSc course where home recruitment is difficult and keep them off the HND course where the demand from the home students is adequate."

Students gave a number of reasons for choosing Britain as their place of study. Some spoke of links with their country and students from all three "sample" countries emphasized the importance of a British degree or qualification. A Nigerian said: "Tough English qualifications are given high status at home, this does not mean that they really are better than a similar qualification from a Nigerian university, especially at undergraduate level. The point is that people like to think that they are, even if it's not wholly true."

Nigerians, Malaysians and Israelis seemed a sufferer from the point that Britain for my studies rather than to go to America because Britain is more democratic and there is less violence here. It's less frightening and I feel freer than I would over

Freedom to Study—requirements of overseas students in the UK. Report prepared by the Overseas Students Trust, 14 Denbigh Street, London SW1. Price 13.







# Science and government—Rothschild attacked

The relationship between science and government is a subject of massive political and scientific interest. The events following the government's adoption of the proposals of the Rothschild Report, including the use of the metaphor of customer and contractor to describe government sponsor and researcher respectively, are ripe for analysis and critique. Maurice Kogan and Nancy Korman provide them.

Rothschild thought that research councils failed to meet the needs of government departments for applied research. The White Paper based on his report instituted two means by which applied research would be given increased importance. One was the transfer of a percentage of individual research council funds to those government departments most closely associated with their type of research. Another was that each government department should appoint a chief scientist who would assist departmental officials in defining research needs, and a controller of research and development who would have responsibility for commissioning research projects and managing the research programme.

In the fields of health and social services, the complexity of investigating a more powerful scientific input into policy making has been made manifest, at least as far as many scientists are concerned, by the government's decision in 1973 to create in the DHSS a chief scientist, a chief scientist's research committee, and an elaborate set of mechanisms and procedures to bring policy makers and scientist together.

The Nuffield Provincial Hospitals Trust has produced a report on the Chief Scientist's Organisation (CSO) in the Department of Health and Social Security (DHSS) (Five Years After: A Review of Health Care Research Management After Rothschild, published by the Nuffield Provincial Hospitals Trust by Oxford University Press, 1978, £2.25). The DHSS itself commissioned an independent study of its CSO from Brunel University's department of management and it is on the basis of our experience of the Nuffield report, the work of a group of eminent researchers, mainly from the field of social medicine who, interestingly and relevantly, bring out the difficulties encountered by both sides.

That story is well worth telling as long as it is told accurately and impartially. But many scientists feel threatened by government's influence in their work and want interference and yet to have a major impact on public decision making. These ambitions are not unwelcome in themselves but have to be reconciled with the difficulties

of securing good policy making within government and the demands of the political system for action wherever public money is being spent.

The Nuffield Report presents three essays. Gordon McLachlan, one of the most experienced observers of the health policy field, provides a remarkable judgment comparing the striking ability of the AIRC to improve research scientists with the alleged inability of the DHSS system to secure disciplined review, monitoring and publication of research.

The diffuse field of health, social services and security application is not easily subjected to the hard criteria that can be applied to much ARC research, but the 80 or so scientists who advise the DHSS on its research programmes might be a little hard to find their efforts being rewarded in the public sphere. And McLachlan does not indicate any evidence for this kind of statement.

Professor Whitehead gives a selective account of the DHSS and MRC research programmes and relationships before and after the White Paper, and the structure of the Chief Scientist's Organisation within the DHSS. He comments, for example, that the organisation for the presentation of the customer view is inadequate: too much is left to administrators who will be aware of short term or immediate problems but will lack time and perhaps experience in giving more reflective and strategic guidance to research policy.

In particular, research liaison groups, where policy makers and scientist meet to identify research needs, are singled out as having been "in general" unsuccessful. Inductive and subject to political pressure. Some of the facts in this account are misleading rather than accurate. He criticises discontinuity of attempts to bring research and policy together in four years to advise the Chief Scientist, but one of them, Bryan Rayner, was there as the key administrator, first as an Assistant Secretary and then as the Under Secretary, throughout the whole of this period. Professor Whitehead thinks it is certain who commissioned our own research in the DHSS research unit.

A telephone call would have informed him that we were commissioned by the DHSS Research Management Division for consultation with the Chief Scientist's Research Committee. Quotations are made from papers submitted by us to the Chief Scientist's Committee with noticeable selectivity. Professor Whitehead generalises from the experience of one RLG, which did not work, to the experience of 10 existing RLGs. Had he examined the history and performance of the 10, as we have done, and as he has a working party under the chairmanship of Professor John Wing, he would have found that what administrators value most about these groups is the opportunity of initiating a dialogue with scientists about research needs and



Professor Kogan (top) and Lord Rothschild.

policy implications. Neither scientists nor administrators have found it easy but those who know about RLGs say they are making progress.

A more general critique of research management is offered in the third essay written by the group of six scientists, in which the idea of attempting to implant research more firmly in the work of the DHSS is seen as harmful. An independent Research Council is suggested as more appropriate for health services research because the authors argue, it would provide continuity of criteria, support and assumptions about quality towards commissioned research.

They raise questions about the functioning of the present CSO and suggest functions for which the Chief Scientist should be responsible, specifically calling for a greater degree of openness and accountability about the direction and policy of the research programme.

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researchers, but there is no corresponding awareness of the need for researchers to understand the motivations of administrators.

Although in various sections of the report the need for a dialogue between administrators and researchers is recognized, it is assumed that, if health service research is well done, then it will be able to exert a greater influence on policy. It also entirely ignores the fact that the AIRC is still in control of far more money than the DHSS—and that the DHSS, rightly or wrongly, is concerned with relating policies and research for health to those of social services and social security. Administrators have to order complexity and the discipline that complexity against the disciplines of deeper scientific inquiry that makes for the difficulties of relating science and government. There are really no simple solutions as the authors suppose.

The report states an uncomplicated view of how policy is made. Both the main events, it is a handicap that administrators are under too much daily and political pressures to take a sufficiently consistent and reflective attitude towards research. Yet it is in response to such pressures that much policy is made—in response to pressures from politicians, pressure from professional colleagues, pressure from service managers, economic circumstances and public pressure groups. Research may be seen as another type of pressure, and the more the results of research speak to the problems identified by these different pressures, the more likely it can exercise influence on decisions.

Not is it made clear that a research council and a government department must identify priorities differently. A research council relies on scientific criteria only—the feasibility of a proposal, the rigour of methodology, the contribution it would make to the development of a scientific field. The DHSS has more complex deliberations. In some areas, the department is the customer for research; in most, it is not.

It is too often assumed that the promulgation of a new policy or the commissioning of a new research project requires new relationships, working assumptions to be made. The DHSS response to this is to have been both ambitious and modest in its objectives of clarity, relevance and openness. It is a very wide range of research, liberal in terms of involving members of the research community, both policy and science, in making and advice. Consequently, it does not often externalise its thinking in this manner. It is anxious to involve such diverse and diverse objectives the CSO has not yet been able to meet all of them. It would be a pity if in opportunity for mutual learning was demolished because of the of patience on either side.

Maurice Kogan is Professor of Government and Social Administration and Miss Korman is a research fellow in the department of management, both at Brunel University.

to bring research considerations closer to policy decisions. The customer (the administrator) and the producer (the researcher) must be brought together to better specify policy goals and the help of their scientific thinking to create a more coherent and continuing programme as a whole. This is the aim of the RLGs. This does not mean that these levers are likely to disappear in a near future.

Further, it is difficult for a strategy, because government departments themselves do not seem to make policies in a simple, linear fashion. The Chief Scientist's Research Committee has not been able to achieve the level of the main divisions, and their corresponding policy system has become both more abstract, more in hand or, later, armed with recording devices, any serious inquiry would have sought out the oldest human relic of bygone days, and would faithfully have set down each belief, duty, tale or poem before it vanished for ever. It would be sure of the authenticity of the recounted material? Alas not entirely. Embodied in it would be something peculiar to the teller—the primitive artist was always tempted to add some minor personal touch, and only a sidelong glance and comparison could endow him with an approximation of the truth.

These are only a couple of conclusions to which one is led in the opening chapter of Peter Burke's elegant, persuasive, and occasionally somewhat fragmented, collection of studies on the popular culture of early modern Europe. This is the first serious attempt in English to make an attempt of the very production of the popular culture of early modern Europe. This is the first serious attempt in English to make an attempt of the very production of the popular culture of early modern Europe.

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Popular Culture in Early Modern Europe  
by Peter Burke  
Temple Smith, £9.75  
ISBN 0 85117 150 8

What else do the simple folk do? King Arthur's question of Queen Guinevere could not possibly be asked today. Since he could not belong to the upper classes who until about 1600 participated in popular culture he would have known all he needed to know about their goings on. Had he lived between 1600 and about 1780 he would not have known how to find out. After 1780 no one wanting to know about popular culture would have sought information from a queen. Conscious that the ways of the simple folk were rapidly changing, notes in hand or, later, armed with recording devices, any serious inquiry would have sought out the oldest human relic of bygone days, and would faithfully have set down each belief, duty, tale or poem before it vanished for ever. It would be sure of the authenticity of the recounted material? Alas not entirely. Embodied in it would be something peculiar to the teller—the primitive artist was always tempted to add some minor personal touch, and only a sidelong glance and comparison could endow him with an approximation of the truth.

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# BOOKS

## The discovery of the people



A German 16th century engraving of a news vendor, the purveyor of popular knowledge.

a two-way traffic between the culture of the many and that of the few as a result of the use by poets and dramatists of some of the material of popular tales and ballads. Such an interpretation, Burke argues, is too narrow, for at festivals and in a degree in village life (there was no special sermon for the lord of the manor), the upper classes for long shared the mass culture.

He determines, too, important subcultures based on jobs and associations, such as mining communities, sailors, soldiers and apprentices. Burke vividly depicts the world of carnival, particularly highly developed in Mediterranean Europe, with its processions, its imagery, its philosophy wherein for a certain number of days per year the normal rules governing society were stood on their head, authority mocked, popular kings crowned, and transvested and a degree of sexual licence permitted. A lot is kaleidoscoped in this section. The association of riot with carnival reflects no more than the opportunities for dissent once a large number of people were gathered that of a charivari with carnival is open to question. Was charivari (a kind of rough music where the young of a parish expressed by hanging drums their disapproval of the cuckold, the scolding wife, the young of riot guilds or villages, or a widower with a young wife) demonstrably more frequent at festival times? An examination of the phenomenon in France suggests it took place when the deedly unsuitable marriage was imminent, or when cuckoldry became public knowledge.

The chapter which depicts the efforts of Reformation and Counter-Reformation clerics to reform the leisure activities of the masses has also much to offer. Both movements aimed at a better instructed, more orderly laity, regular in religious duties and chaste in personal life. The Counter-Reformation sought to remove the criticism levelled at the faithful by the Protestant Church.

Popular culture, of course, expanded with the generations. There were professional purveyors of the people's culture, painters, carvers, weavers, potters, gunsmiths, itinerant entertainers, tale-tellers, organ-grinders, and amateurs, village wise-women with several degrees of knowledge in their heads. Herders, and Goethes into the spirit, their culture, their thought, their language, their customs, their religion, their politics, their occupations in Scandinavia, lent a momentum to the popular culture. In the Norwegian instance the Danes, in that of the last two centuries—and British, Italian, Spanish equivalents. Many of the transmitted texts of this period show the people's language, for the second chapter, "Unity and variety in popular culture," reminds us that in the "little" tradition of the people (as opposed to the "great" tradition of the educated elite) there was infinite variety. Here Robert Redford, the social anthropologist of the 1930s, has provided the convenient part model of

just as the Catholic Enlightenment (labeled Jansenism) attempted to remove the superstitious and pagan elements from Christian life in response to the overly anti-Catholic Enlightenment. In so doing these movements incurred the hostility of the people. It might be added that, since the intellectual were by the eighteenth century severing their connections with their God while the people on the whole clung to their relationship with theirs, a relationship based on a contract reinforced by basic social ability patterns, holiday rituals and the rituals of family and parochial life, the Catholic Enlightenment with its rigorous attitudes alienated the Church's staunchest supporters. Certainly it was the people who, for a time, restored Catholic worship in France after the Revolution had dismantled practice and outlawed priest and bishop.

Most historians will find the chapters on the reform of popular culture and on popular culture and social change the most fragmented and least satisfactory in what is a rich and thought-provoking book. There is also a lack of criticism of the material on which they are based. The literary figures in particular are based on ability to sign a tax document or parish register and tell nothing of reading ability. These sections are also lacking some of the best modern work on the theme. No writer of a book-length study of White's work has tackled the full-scale labour yet. Professor Walsh, a British voice now joining the Australian and Canadian accents, has written a short book, at 130 pages, devoted to the form of gift, rather than analysis. The narrative patterns get more attention than the language, which gets more attention than those marvellously complex metaphors which White stretches the fabric of all his novels on. It is an introduction, a placing of White's works among modern literature written in English, and a very competent one. Walsh has a wonderfully deft touch with adjectives, a touch which serves him well in this kind of work.

At the core of White's books is something Walsh calls "a religious respect for the quality of pure being". It is not in any definable sense existentialist, still less a dialectically Australian being. White has never been preoccupied with the question of national identity which once obsessed his non-metropolitan contemporaries. Pure being is not a condition readily demonstrated, and Walsh is, perhaps, a little too ethereal about it. Where he sees it in *The Tree of Man's* Stan Parker or in Miss Ilare who loves landscapes instead of people, Australians would probably view it differently. They would probably also feel more like than he does in White's acid distaste. The journey which makes him call his fictional suburb Sarsaparilla, and invent names like Mungindribble or Barranugli, is the same taste which produced the self-parody in *The Vivisector*. The wit with his scapal slashes away there "in the name of truth or art," as Rhoda puts it. White, I suspect, is much more ready than Walsh to see his aim as art rather than truth.

Olwen Hufton

Patrick White's Fiction  
by William Walsh  
Allen & Unwin, £7.50 and £3.50  
ISBN 0 86611 040 2 and 048 8

Three years ago a checklist of publications about Patrick White contained over 1,750 items. The total has doubled since then and would have done so even without his Nobel Prize. A good many heavy-weight academic articles on individual novels have appeared, and the number of books on his writing is getting into double figures.

The central quality of White's work is thoroughly elusive. While everyone agrees on the magnificence of his creations, the range of interpretations is positively startling. Every novel is so completely achieved, and so thoroughly different from its predecessors that many people understand many things by them. And the task of the critic trying to present all of them as a self-consistent oeuvre is daunting, to put it mildly.

Recurrent preoccupations there are—the achievement of a full response to place in the novels written before 1970, a delicately burlesqued consciousness of death in the three written since then—but not one element substantial enough to make all the novels readily accessible as a sequence or even as the work of a single consciousness.

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Andrew Gurr

## An open college would face political constraint, Gerard Macdonald argues in this final article

### How to deal with the enemies

In a previous article (THS May 26) I suggested that an Open College should be established on the model of the Open University, though with significant changes in its way of working. Here I want to look at the political constraints on such a college.

With its students working from home, it will depend heavily on printed and televised learning materials. This means, as the Open University has found, that courses should be open to attack and censorship, and that the college will be more vulnerable even than the Open University. Given these limits of operation, it will have to distinguish carefully between education and training. Training has limited and well defined aims and procedures. It pays little attention to the individuality of the trainee or the sociological context of his work. A letterpress machine minder, for example, is trained in a series of machine operations. The training may be good or bad but neither case would about or had but neither case would take much account of the trainee's beliefs or dreams. The training would not raise the question of whether he was exploited. In his work, the proportion of men to women in the trade, or of whether it was part of a mechanism for the control of mass consciousness. It might even ignore the possibility that, with new ways of image generation, letterpress may itself disappear.

We should be clear that it is not a fault in a training scheme to overlook these questions. They are part of an education, not a training. Arguments for a college involved in education, not a training, are made by the industrial establishment. Education should help people to understand, question and change it.

Even if it is not cast in precisely these terms there will be debate about the proprieties. The industrial establishment will argue that it should concentrate on training; both in the service of industry and to prevent critical thought. Conversely, there will be those on the political Left who oppose training programmes for very similar reasons.

Undoubtedly there will be a proportion of Open College staff who will argue for an exclusively educational role. Education has higher status than training in academic circles and, in a very loose sense of the word, it is easier. There need be no precise definition of ends and means, no demonstrable results, no tenuous connections with industry, no need for detailed course planning.

The arguments for concentrating exclusively on training, or on education, are both mistaken. At the lowest level, the bills have to be paid. An Open College will have to involve itself in training for a price of offering educational programmes. If it can provide effective training provision for non-academic students, it will be an enormously valuable institution; and, as we have noted, a substantial source of overseas income. From such a base a college could afford to ignore its more reactionary critics.

There are other, less expedient, arguments for a college involved in both education and training. Most of us have to work in industry as it is now, however imperfect. Receiving training has its hardest task group who are, in other ways, most socially deprived. Denying access to some form of critical education, on the other hand, forces that distribution of knowledge and power

which underlies their deprivation. But there is a further argument which cuts across this polarity. The developed countries are coming to the end, as many commentators have noted, of their present industrial road. Our industrial decline is an alternative consciousness. It is not an economic phenomenon, which is why economic remedies are making no real impression on it.

Predictably, the establishment's first reaction has been one of organized nostalgia. That is, after all, easier than constructive analysis. One result is that schools and colleges are now directed toward more formal teaching; in other terms, toward training and away from education. This is a counterproductive move to greater accountability, more rigorous assessment, core curricula, and so on.

All this may bring, for industry, some short-term benefit; but it will leave the deeper problem untouched. If there is a solution in our industrial decline it lies in a complete restructuring of the way we work—not just in recruiting more docile or more numerate workers.

Such restructuring will mean redistribution of power in the workplace and, as the Marxist tradition has always insisted, increasing workers' control over their own

products. What Marxists are reluctant to acknowledge is that this may be as traumatic for northern managers.

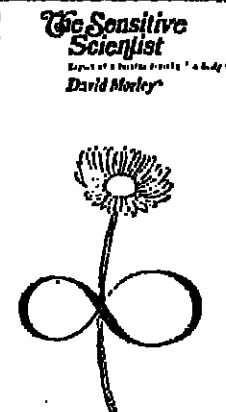
One precondition of this new social change—a genuine reformist reform—is the provision of critical education and training. We all need the chance to work adequately in our own world as well as the chance to change and humanize it.

The author has conducted research into the use of learning materials and is now writing a book on the redistribution of knowledge.

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# BOOKS

## Complementary studies

**Steady State Enzyme Kinetics**  
by Stanley Ainsworth  
Macmillan, £10.00  
ISBN 0 333 15008 2

**Enzyme Structure and Mechanism**  
by Alan R. Fersht  
W. H. Freeman, £10.00 and £4.95  
ISBN 0 7167 0189 8 and 0188 X

An enzyme is a protein which acts as a catalyst for the rate of chemical transformation of a substrate. As a catalyst it remains unchanged at the end of the reaction cycle, but both it and the substrate may go through a range of intermediates all of which carry information about the mechanism of the substrate transformation. It is not only the chemical character of these intermediates which intrigues us but the rate of the transformational steps from substrate through intermediates to products. While Fersht's book aims at describing mainly our chemical knowledge of the steps, Ainsworth's presents in detail the algebra of the rate equations governing the chemical reactions. It is essential if we are to reach the objectives set by Fersht that the analysis outlined by Ainsworth is done properly. Clearly the two books, both of which I enjoyed in very different ways, are complementary.

Probably the simplest impression of *Steady State Enzyme Kinetics* is obtained by noting that the book gives a mathematical elaboration of Michaelis-Menten and Briggs

Haldane kinetics applying them to a wide variety of substrate-enzyme systems before it goes on to tackle initial rate experiments and allosteric effects. Although there are many other books on enzyme kinetics I was taken by Ainsworth's direct style and the valuable hints about and appreciations of mathematical procedures which he gives. This book provides a way to essential rate constant material which then must be interpreted. The interpretation takes us back to Fersht's book.

*Enzyme Structure and Mechanism* has as its theme the way in which the interaction of an enzyme with its substrate leads to catalysis and specificity. The theme is made up from four parts: The structure of enzymes; chemical (i.e. model) catalysis; the energetics of substrate/enzyme interaction; and the use of kinetics to appreciate intermediates. It should be realized that if this book constructed the theme totally successfully, from these parts a major breakthrough would have taken place in man's understanding of biological systems. While I accept with Fersht that there is a new general understanding of protein (enzyme) structure in the solid state I do not accept that this knowledge leads easily to an explanation of catalysis by enzymes. I do not accept that the structures so far given to us can be said to represent adequately the structures in the solutions in which they act. Further I do not even

accept that the level of structural analysis by the methods discussed here are adequate. The structural data are incomplete since the proteins are not top well defined and they are not rigid.

As far as the use of catalytic models is concerned, one can only approve while adding a caution. Even very simple enzymes have molecular weights in excess of 10,000 daltons. Some are huge, from a small molecule to a large enzyme molecule there is a new principle? We know that there are new principles on going from single molecules to crystals. Do we know whether the protein we are studying like a crystal lattice in which there are constraints and energy and not just local bond energies? If this is the case, surely we should look at the energy states of the atoms in the proteins so that we are sure that we understand that we are introducing the substrate to be attacked? If we get the energetics wrong we shall not understand the steps or the kinetics transformation. Is not spectroscopy the method of choice in tackling such problems? Curiously, spectroscopic methods are not much covered in Fersht's book. While I appreciate this book's positive attitude while I enjoyed it and recognize it wholeheartedly, I think it does carry a government warning on its wrapper.

R. J. P. Williams

## Theoretical examinations

**Enzyme Kinetics**  
by R. V. Roberts  
Cambridge University Press, £15.00  
ISBN 0 521 21274 X

The author of a book on enzyme kinetics, intended for students reading biochemistry, has to write a difficult course between the mathematical rigour demanded by the subject and the need to communicate with a group of students who, in general, do not possess the mathematical ability to read equations as plain text. Whether such a book can be written is conjectural, but it is certain that it will not be unless the underlying kinetic ideas are patiently explained and their mathematical expression developed with care and consideration. Many books have appeared in recent years which attempt this task and there is no lack of competition for students' attention.

The market's reaction to Roberts's *Enzyme Kinetics* cannot be predicted but the book is certainly uneven. It is frequently cut where explanation is essential, elsewhere it employs longwinded methods where simpler ones would suffice. Throughout, it is very mathematical

in its emphasis, often unnecessarily so, and it will present considerable difficulties to all undergraduates who have not been well-tutored in advance. Take but one example of earnestness: the graphical method of deriving rate equations devised by King and Altman is central to an understanding of multistep enzyme kinetics, not so much because it provides the rate equation (for other and quicker methods now exist to secure this end) but rather because the way it does so provides the kineticist with an almost intuitive grasp of the connection between the structure of an enzyme mechanism and the observed behaviour of the enzyme in kinetic experiments. This important method is introduced without an explicit connection being established between the underlying equations and their graphical representation and with reference to atypical mechanisms which fail to draw out its essential properties. And as for proficiency, the method is subsequently employed in contexts where the simpler derivations of Michaelis-Menten kinetics are perfectly adequate.

On the positive side, the main strength of the book lies in areas

which have not always been covered in student texts: chapters on reactions and coupled enzyme systems are cases in point. A chapter on computer simulation of biochemical systems is another interesting addition, particularly when it refers to the use of analogue computers.

For the rest, the book covers topics that commonly appear on honours biochemistry examinations: enzyme inhibition, the effect of pH and temperature on enzyme-catalysed reactions, and the relationship of regulatory enzymes. The book also includes a chapter on multistep enzyme kinetics: a treatment follows Cleland but discussion is limited and the absence of any account of product inhibition by substrates or products is regrettable, even misleading. Most of these topics are examined theoretically and the student is left to seek elsewhere for practical details or for real examples. The systems that are examined are unimportant and not very important in undergraduate reader but it is probably best regarded as a discipline by a postgraduate student embarking on kinetic studies himself.

Stanley Ainsworth

## Without functional analysis

**Nonlinear Ordinary Differential Equations**  
by D. W. Jordan and P. Smith  
Clarendon Press: Oxford University Press, £12.00 and £6.50  
ISBN 0 19 859620 0 and 859621 9

Nearly all first courses in ordinary differential equations are limited to showing how to solve certain simple special equations. Many equations arising from applications are of the type which can be solved but unfortunately very many more are not. This book deals with ways of obtaining information about the solutions of equations where these solutions cannot be found explicitly.

The first three chapters describe how solutions of nonlinear second order equations can be represented in phase plane diagrams and the final chapter shows how the existence of periodic solutions may be proved by using geometric arguments in the phase plane. The central chapters in the book describe methods in which an equation is assumed to have a periodic solution and then optimal values for the parameters are determined. Topics discussed include averaging, perturbation methods, singular perturbations, homoclinic and subharmonic solutions, and the environment of solutions. There are also chapters giving clear and fairly standard accounts of the theory of linear

systems, stability and Lyapunov functions. The text is strewn with examples from diverse fields of application and there are fine collections of interesting exercises to which answers are provided at the end of each chapter.

The authors introduce as little pure mathematics as possible. For example, they give a perfectly good treatment of linear systems without mentioning vector spaces. It may be argued that this approach makes it easier for the reader to concentrate on differential equations without being distracted by pure mathematics.

This minimization of the use of pure mathematics, however, also imposes limitations. The book deals very briefly with systems of more than two equations and there is no mention of eigenvalue problems or of eigenvalue problems. This, I suspect, is not because these topics arise less often in applications but because pure mathematics is required to discuss them satisfactorily. In fact, functional analysis is a very important tool for the study of differential equations as, among other things, it provides proofs of the main existence and uniqueness theorems for initial value problems (such a theorem is stated in an appendix with no indication of proof), it gives a nice framework in which to discuss linear boundary value and eigen-

value problems and it helps to clarify the relationship between nonlinear equations and the corresponding linearized equations.

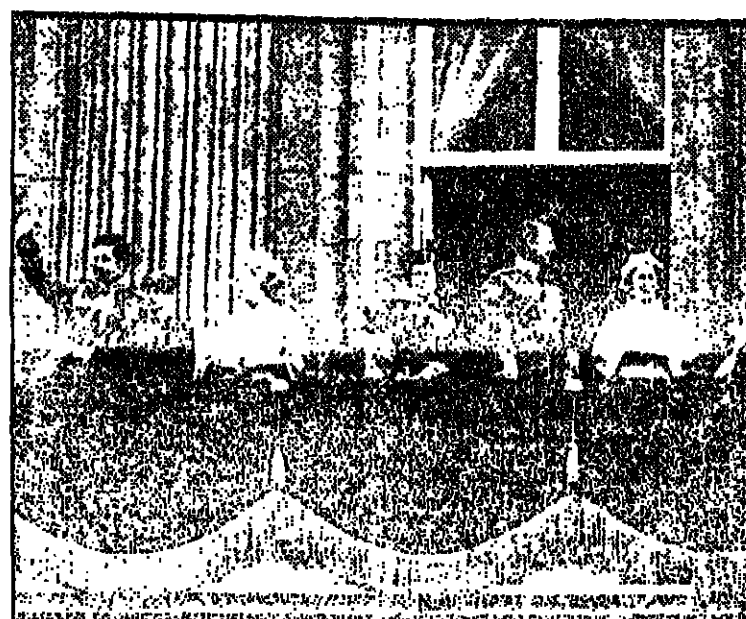
Many people who encounter differential equations, however, do not learn about functional analysis. Many scientists and engineers and some undergraduates believe that they know for professional reasons that the mathematics of nonlinear equations is the geometry of the phase plane, the geometry of the plane, elementary calculus and linear algebra are tools with which nearly everyone who has completed a first course in differential equations would be reasonably familiar. Hence the book is accessible to a wide readership but its readers should be aware that not all the mathematics available for studying differential equations is being deployed in this book.

K. J. Brown

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# BOOKS

## Self-censorship in television news



Guaranteed to captivate the entire television audience: "the familiar, undistorted product" of television news.

**Putting "Reality" Together: BBC News**  
by Philip Schlesinger  
Constable, £8.50 and £4.95  
ISBN 0 09 462040 7 and 462050 4  
**The Production of Political Television**  
by Michael Tracey  
Knowledge & Reason Press, £4.95  
ISBN 0 7100 8689 X

For anyone who still believes in the autonomy of news and current affairs producers—either to campaign on behalf of the public or to conspire against it—these two important and complementary studies will come as a shock. The authors are united in arguing that the programme-maker is constrained by a variety of forces—shortage of time and money, corporate and programme traditions, commercial pressures, legal constraints, and the "balance"—all of which converge to shape the familiar, undistorted product we witness nightly on the box.

It is in the production of television news that the constraints of time and money are most evident. Schlesinger's superb description of the daily cycle of news production documents the range of decisions which shape the final product. This is a world in which the value of footage must be struck against a mounting crescendo of production activity which continues up to and during the bulletin. Against this background, there is simply no time to manipulate the news, let alone to try to win an audience of which the authors tell us, newsmen have only the vaguest conception.

These pressures are by no means limited to their overall effects. They result in the production of news which tends to be reactive and non-investigative and in which "the danger of the world," as Schlesinger has it, "is tamed to meet the needs of a production system." Worse still, the immediacy of television—especially its most vital asset—creates a tendency for depth in news coverage to be sacrificed in favour of a welter

of meaningless snippets of information.

One might hope that this loss of depth in news production could be recovered in the heavyweight current affairs programmes. Alas, experience tells us otherwise. Producers of current affairs programmes, as Michael Tracey overwhelmingly demonstrates, labour under similar constraints of time, money, legal restrictions, requirements of balance and the need to command a large audience. The result is the creation of a television news which is the weekly rounds of opinion, which could only succeed in splitting audiences and enraging politicians, but of non-committal and inconclusive television. Indeed, just as the weekly is in decline, so too the search for audiences has drawn current affairs production towards the news magazine format and a further trivialization of news and political comment.

Of course, the pressures described by the authors rarely impinge directly on commentators or the producers. Indeed, as both studies demonstrate, most producers experience themselves as having a high level of autonomy. Rather the pressures are evidenced in programme content, orientation, and the "ground rules" and in an informal, but continuous and pervasive, accountability to organizational superiors. The result is an unimpeded process of self-censorship which emerges again and again in the interviews documenting both books.

This process of self-censorship, as both authors indicate, operates

at many levels. It began early in the history of broadcasting with the strategic decision to refuse airtime to Ramsay MacDonald and the Archbishop of Canterbury during the General Strike. It is a characteristic feature of Northern Ireland reporting today and represents, at this level, a fundamental condition and limitation of broadcaster autonomy. At a more mundane level, this process of self-censorship manifests itself in a multitude of minute production decisions sensitive to the variety of constraints of current affairs broadcasting. When, as Michael Tracey demonstrates in his valuable discussion of the departure of Hugh Greene from the BBC and the *Yesterday's Men* affair, current affairs producers depart from the self-censorship process and cross the indefinable, but real, boundary into the expression of opinion, heads will tend to roll. Ultimately therefore television tends to follow, rather than lead, public opinion; to stabilize rather than stimulate it. Previous media research, which indicates that few opinions are changed by exposure to political television, is scarcely surprising in this context.

These two fascinating and richly documented volumes deserve the widest possible readership. Above all, it is the vivid exposure of the complexities of self-censorship which is the real achievement of these authors and it is one for which anyone with an interest in the media or in standards of public debate will be grateful.

John Heritage

## The shuttle diplomat

**Uncertain Greatness: Henry Kissinger and American Foreign Policy**  
by Roger Morris  
Quartet, £5.95  
ISBN 0 7043 2166 1

**The Diplomacy of Detente: the Kissinger Era**  
by Coral Bell  
Martin Robertson, £8.50  
ISBN 0 85230 191 6

British views of Henry Kissinger have been influenced by two quite separate sets of events. On the one hand, there has been the savage Israeli reaction to the role he played during and after the Yom Kippur war, when his firm reassertion of American control certainly prevented Soviet intervention but also saved the Egyptian Third Army, and thus the Saudi regime, from destruction and oblivion. This robbed the Israelis of the fruits of their brilliant, and costliest, victory. On the other hand, Kissinger has been the target in America of the Democratic Party, of the old foreign policy establishment whom he supplanted and refused to consult, and of Congress, which he alternately ignored and patronized while nevertheless admitting it into his real confidence.

Since most British correspondents in the United States are Democratic sympathizers, Kissinger has not enjoyed a very good press in Britain. British officialdom, professionally more tactful, was equally difficult to draw on the subject of Kissinger. But seemingly it was at least articulated at his Lone Ranger style of operation as Congress was. It is hardly surprising now that some are beginning to have second thoughts. Roger Morris, an American news commentator, served on Kissinger's White House staff in the first Nixon administration, resigning over the United States invasion of Cambodia in 1970. Professor Coral Bell was until recently professor of international relations at Sussex, a post she reached via the Australian Foreign Service, Chatham House, and the London School of Economics. Their books effectively complement each other. Morris being best on the processes of policy-making in America, while rather skipping Kissinger's period as Secretary of State; Bell being lucid and expository in her examination of Kissinger's skills as a manager of crises, a commodity of which he had more than his fair share in the eight years of the Nixon and Ford administrations.

Neither is in a position adequately to examine Kissinger's skill as a negotiator and intermediary. This is in part because the records of his shuttle diplomacy after 1973 between Cairo and Jerusalem are closed to research in the archives of three governments; in part because neither deals adequately with the Berlin settlement of 1970-71, the diplomatic documentation of which shows Kissinger at his professional best in the designing of formulae to knit together the irreconcilables; and—in part because Morris will not, and Bell has not the space to, discuss the Indo-China settlement and the Paris agreements of 1973 in terms of the evidence from Hanoi of the North Vietnamese conviction that they would be waited for by the American home front to disintegrate and could therefore afford complete intransigence. Never was a Nobel Peace Prize bestowed upon one less obviously qualified for such distinction than the bestowal of it upon Kissinger and the chief negotiator from North Vietnam. All the same Bell's analysis makes commending; though it will make uneasy reading to those who are sure that they know it all already, and have cast Kissinger as the heavy villain.

The merit of the excellent access to American source material which the openness of American society provides those who can command it, demonstrates in his characteristically American inability to see the world in any other terms than

that of an entirely closed system, the nature of which is determined entirely by American policies and actions. Where subsequent writers will have reason to be most grateful to him is in the picture he draws of the overwhelming negative influence exerted on American foreign policy-making by the bureaucracy of the State Department and the Pentagon, with their settled societies of views and tenures, and their command of procedures, even of those designed in the Kennedy era to give the President a genuine choice between alternative policies.

It is Morris's thesis that Kissinger's solution to this dilemma, which had brought down President Johnson in defeat and confusion, was to manipulate the National Security Council so that the weight of bureaucratic procedures was short-circuited and power concentrated in his own hands. Such a mastery of American bureaucratic politics set only too easily with the paramanic and Byzantine attitudes of Nixon and his immediate entourage, whose wire-tapping and character assassination was the reverse side of the coin.

However, Morris leaves one with the slightly troubling and depressing conviction that he believes only Nixonian methods could provide any real changes and initiatives in American foreign policy. His apparent jealousy of Kissinger's obvious enjoyment of the status, trappings, and rewards of eminence in the United States emerges in the later chapters of his book to Kissinger's relations with the press and his basking in the publicity with which he was surrounded.

Where not even Bell's account is entirely satisfactory is in the basic examination of the problems of governing the conduct and behaviour of states and cultures with each other where their basic attitudes to international society and law are so very different as those of the United States and the Soviet Union. It is with this problem essentially that the processes of detente are concerned. Henry Kissinger at least made a start. President Carter and his Polish Catholic adviser, Professor Brzezinski, seem to have largely destroyed this start. Nor do they show much sign of understanding what they have done or how to remedy it.

D. C. Watt

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## WOMEN

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D. Atkinson, A. Dallin, G. Lapides (eds.), £11.50

**HARVESTER PRESS**







## Divided we stand

Coalitions in British Politics  
edited by David Butler  
Macmillan, £7.95 and £3.95  
ISBN 0 333 23566 5 and 24081 2

Whatever the dictates of fashion, coalition in Britain is, in fact, a very odd topic on which to write a book. It involves wrenching otherwise interesting phenomena out of their appropriate context, a piece of academic vandalism justifiable only by a more sophisticated view of British politics than this book even attempts to offer. Unlikely in purpose, it is doomed to failure. The book is itself a coalition, exemplifying many of the faults which the British have wrongly attributed to political alliances: too broad to permit coherence; too narrow to include all important perspectives; and ending in an unsatisfactory manner.

Apart from the editor's rather helplessly inconclusive, the five contributors describe coalition experience between 1793 and 1977. This might have been of some historical interest had a single viewpoint and a single imposed order and thematic continuity over the whole period.

As it is, the only authoritative voice (Kenneth Morgan on 1902-1924 and David Marquand on 1924-1932) add little to what their contributors have written elsewhere (although had either of them been solely responsible for the book, the reader might have received better advice). For the rest, Lord Blake's bland narrative quickly avoids the problem of how his period (1793-1902) can be treated as a coherent whole. A. J. P. Taylor, lucid and misleading as ever, discusses up to the 1940 National Government and Dr Butler usefully summarizes party relationships since 1945.

Collectively, no clear questions are posed, making such vague answers as provided difficult to assess. Coalition is apparently perceived as an alternative to a more "normal" party system, but this system is nowhere adumbrated, and Butler casts doubt on its normality. Again, coalitions are but apparently the only alternative, but this possibility is noted without being explored.

A. J. Beattie

## West Bank/East Bank

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Shaul Mishal

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A Comparative Exploration

Arend Lijphart

This broadly comparative study—ranging over political systems in six continents—challenges the prevailing pessimism about the chances for democracy in severely divided or plural societies. £10.80

## YALE UNIVERSITY PRESS

New Haven & London

20 Blomsbury Square, London, WC1

## BOOKS

### Freedom of thought

Government and the Mind  
by Joseph Tussman  
Oxford University Press, £5.00  
ISBN 0 19 502520 0

Teaching philosophy at the University of California, Berkeley, is not one's idea of life in the ivory tower, and it would probably be wrong to suggest that Professor Tussman's choice of topics and their treatment in this rather difficult and perplexing little book has no local bearings. The theme is a universal one, but government anywhere can neglect the fact that some of its most important responsibilities relate to the life of the mind, whether in research, teaching, or the more banal activities of daily communication. Any serious treatment of the role of government in this respect must at least be conscious of the wide variety of answers to the questions that are inevitably raised. Tussman is highly self-conscious about how he handles this matter, defending at the end of the work the almost wholly American context in which he has treated the question and, rather confusingly for the reader, relegating particular and immediate subjects of controversy to long "notes" at the end of the volume.

What is perhaps less acceptable is that by so doing he limits his potential readership to his fellow-citizens to whom the liberties of the mind will be familiar or to those non-Americans who have spent some time familiarizing themselves both with some of the substantial issues in American education and in the area of "freedom of speech and with their handling by the courts of law. Yet it could equally well be argued that we in Britain ought to study works of this kind as a possible portrait of our own future.

It is true that we have no written constitution in the American sense, at least not yet. It is also true that we have no court able to exercise the flexibility of the Supreme Court to the extent, as Tussman shows, of denaturing the first amendment so that what was intended to safeguard the states against federal encroachment in certain important aspects of governmental regulation has now come to serve as a limitation on the states themselves. But we are already involved with legislation and judicial interpretation in the hope to modify our sensitivities to language and its taboos; to annual protection against obscenity and blasphemy and promote new taboos under the headings of "racism" and "sexism". In the schools we face the same confusion of mind as to the extent to which their responsibility for initiating children into the life of the society implies some basic distinctions between the degree of tolerance that is admissible and necessary where work is concerned and yet outside in the case of adults.

We also have to deal with teachers who think that the immature can know what it is they need to know, and we are perhaps even more directly confronted than Americans with teachers prepared to use their position not in the service of society and its norms but in order to undermine them. We also have those who do not appreciate the extent to which research and teaching (whether in private or public institutions and in all degrees) involve the exercise of judgement, and hence must be judged in relation to society's needs and not treated as forms of special privilege.

In all the freedom of speech and of the press, of society and confidentiality of open government and private life, differences of substantial law do not conceal the common problems of ourselves and the Americans and indeed of all societies that claim a liberal inheritance. Most of all, we welcome Tussman's unforgivable insistence on good literature. The simple tale of a student and his teacher, the course as we used to know it, will bring us closer to the truth about the dangers and fears, the hopes and wishes, and the self-delusions of our new barbarians.

Max Beloff

### Democracy for dictators

Human Rights in a One-Party State  
by the International Commission of Jurists  
Seabury Press, £1.80  
ISBN 0 85532 382 2

Because their emerging elites see one-party states as the most effective method of overcoming national disunity, and of promoting rapid economic development, Third World countries are likely to continue to employ this form of state organization. Accepting such a scenario, the ICJ sought to involve Anglophone African jurists at a seminar in Dar es Salaam in discussions on how excessive authoritarianism can be limited, how individual liberty can be reconciled with collective interests, and how public participation can be encouraged in one-party states.

The Institutional arrangements providing the starting point for debate were those of Tanzania and Zambia. Noting the truth that the protection of human rights, and adherence to the rule of law in any society depends on the commitment of the governing party to those principles (page 46), the seminar discussed the possibility of "participatory democracy" by means of democratization of the party, the need for the judiciary to establish public confidence by identifying with the endeavour to create a new society (this party membership for judges is commended), and the desirability of the civil service rejecting the doctrine of neutrality in favour of a wholehearted emotional commitment to the party.

There were less exotic suggestions too. The legal profession should make itself more acceptable to governments but yet remain strong enough to support its members who undertake unpopular cases. There should be a state legal corporation undertaking criminal defences as well as work for state institutions. Detailed safeguards in cases of preventive detention were advocated. Expansion of ombudsman-type bodies investigating the administration and the party both in urban and rural areas was proposed. In the only realistic paper lacking cant Professor McAuliffe, rather

Claira Palley

### Political awareness

Political Socialization in Western Society  
by Barrie Stacey  
Edward Arnold, £7.95 and £2.95  
ISBN 0 7131 5991 X and 5992 8

It is less than two decades since the term "political socialization" came into use in the literature of political science but in the ensuing period it became one of the major growth areas in political research. By implication, it is that the book reached its peak in 1974 and that the volume of research has steadily declined since then. So, perhaps now is an opportune time for taking stock of the findings.

In terms of a stock-taking exercise this book is thorough and wide-ranging. There are chapters on political development in childhood and adolescence, student activism, the influence of social class, and the significance of generational differences in political socialization. In reviewing these research areas Stacey draws on studies in the United States, Western Europe and the older Commonwealth Countries, and even makes a brief but interesting reference to the burgeoning literature on political socialization in Eastern Europe and Third World countries.

The real value, one suspects, in bringing together and discussing findings from so many research studies is not that it offers a comprehensive introduction to a particular field of study but that it highlights the gaps in the literature and the limitations and weaknesses of the research. Although this book is written by more than 300 authors, it is often a pity that the major concerns, for example, that the book with the research has been with the study of which political system exerts control over individual and group behaviour and does not point out that the much more active role in its own political learning, particularly

when there is some degree of cross-pressure from different agencies of socialization. And yet it is difficult to reconcile this view with the kind of sweeping and unsubstantiated generalization which he sometimes indulges in, such as "Governments in modern nations spend a great deal of money on the output of educational systems is social political indoctrination whose content is to the liking of the victors of power." Even if this has been one of the outcomes of education, which I would question, I doubt that governments in all modern nations have consciously intended it.

Also, echoing the criticisms of Marsh, Morfman and others, Stacey notes the discrepancy between the findings and the assumptions underlying much of the research. For example, studies of political socialization tend to assume that adult political attitudes and values are mainly the product of early learning but they have failed to demonstrate the link between adult political attitudes and values and political behaviour. Such criticisms raise important questions for the researcher. Has this vast mass of research served any useful purpose? Is it possible to devise research techniques and methods which will enable them to demonstrate these linkages?

In the light of such criticisms and problems, Stacey's conclusion is rather tame. He calls for more research on the impact of religion, race, sex, and class on political attitudes and values. Certainly it might be interesting to do this but one wonders if this kind of research will contribute significantly to our understanding of these linkages any more than previous research has done.

Robert Stradling

## Voting with the Joneses

Electoral Dynamics in Britain since 1918  
by William Miller  
Macmillan, £17.50  
ISBN 0 333 21493 5

If you want to see quantitative analysis done well—or learn to do it well yourself—you should read *Electoral Dynamics*.

Cut to the bone, the book is about class, religion, rurality, and voting in Britain between 1918 and 1974. Over a decade ago, an extended series of academic discussions clarified issues about the concept of swing, which became an accepted means of describing the relationship between successive election results. In much the same way, this book clarifies the issues involved in measurement of the relationship between voting and demographic factors to facilitate long-term comparisons in an evolving three-party system.

Since the most striking feature of the book is the rigour of its measurement and estimation techniques, it would be doing the author no service to summarize the results. However, to give the political scientist—and anyone else interested in the analysis of election results—some idea of the conceptual richness of the book, one can mention some of its advances on the existing literature. Miller introduces the notion of "core classes," like employers and managers, in place of the crude notion of middle party support. He argues that the critical feature of the local social environment is the concentration in these core classes: the percentage of employers and managers explains approximately two-thirds of the variance in Conservative share of the two-party vote over British constituencies between 1955 and 1970.

More important than this finding is the documentation of a model, in



Can he count on your support? It depends "as much on where you live as on what you do."

which it is shown that the local density of a core class affects the partisanship of all, but especially that of the more marginal classes, in a constituency with a lot of employers and managers, everyone—especially the marginal middle and working classes—is more likely to vote Conservative. As Miller says, it matters at least as much where you live as what you do.

This alone would be a contribution, but the real strength of the book is in its long-term comparisons. Students of American elections will be familiar with the idea of a "normal" vote, a party's expectation of support in an area based on a people's self-assessed partisanship. Miller provides an analogue in Britain: party support in constant units based on class, religion, and rurality. Because Britain really had a three-party system from 1918 to 1974, with one party temporarily almost eliminated in the 1950s and 1960s (and perhaps again now), all results are incorporated in triangular representation. In this case, class not only has a size of effect (how much

variation in results it explains) but an orientation (whether class splits Conservatives from the rest, as in 1918, or Conservatives from Labour, as in the next decades, or Labour from the rest, as most recently). In this way we can arrive at measures of the rise and fall, and shifts in meaning, of the effects of class, religion and rurality on voting. Miller presents over 90 tables and figures in doing so, which may tax readers, but if you do not show how you got your results, you cannot expect them to be taken seriously.

There is a clear sense, however, in which the book is less about electoral dynamics than electoral statistics. The use of constant units and of comparisons over half a century in the size and orientation of class, sectarian, and rural polarization produces a well-measured model of the workings of the British electoral system. It is less clear why the data and orientation of these polarizations change from election to election, or indeed whether this change produces the most salient feature of each election—which parties win and lose. Miller discusses the impact of issues (partisan appeals based on class, sect, and residence) but acknowledges that there are other issues which may not relate to these cleavages or whose importance to existing social groups is not readily understood. These issues may actually be the electoral dynamics, in the sense of short-term forces moving individual election results around a long-term "baseline," which shifts slowly and perhaps cyclically.

This book will be remembered for an exceptionally thorough explication of the methods of measurement, such as a baseline, as well as for the substantive estimates provided along the way.

James Alt

### This week's reviewers

Christopher Abel is in the history department of University College, London.

Stanley Ainsworth is in the department of biochemistry, Sheffield; James Alt is in the department of government, Essex University.

A. J. Beattie is senior lecturer in political science at the London School of Economics; Max Beloff is author of *The Intellectual in Politics*;

Archie Brown is lecturer in Soviet institutions at Oxford and his books include *Soviet Politics and Political Science*;

K. J. Brown is in the department of mathematics, Heriot-Watt University;

S. E. Finer is Gladstone professor of government and public administration at Oxford;

Andrew Gurr is professor of English at Reading University; John Heritage is in the sociology department at Warwick University;

Oliver Hutton is professor of history at Reading University and author of *The Poor of Eighteenth Century France*;

A. J. Nicholls is lecturer in European history at Oxford and author of *Weimar and the Rise of Hitler*;

Claira Palley is professor of law at Kent University;

Robert Stradling is a research officer for the Mansel Society; Vivian Vale is lecturer in politics at Southampton and co-author of *American Political Institutions in the 1970s*;

D. C. Watt is professor of international history at the London School of Economics; T. F. Williams is Napier Royal Research Professor at Oxford and co-author of *Inorganic Chemistry*.

The Central Statistical Office has just published the second edition of its reference book, *Guide to Official Statistics* (HMSO, £8.25). The first edition won the Librarian Association's Best Reference Book for an outstanding bibliography of guide to the literature, and sold over 6,000 copies.

A. J. Nicholls

## BOOKS

### Philistinism

The Cultural Roots of National Socialism  
by Hermann Glaser  
translated by Ernest A. Menze  
Croom Helm, £8.50  
ISBN 0 85664 587 7

In 1964 Hermann Glaser published *Spießer-Idologie*, a rousing assault on the woolly-minded and chauvinistic romanticism which he saw as having dominated German cultural life from at least the middle of the nineteenth century until it reached its logical but appalling conclusion in the philistinism of Hitler's Third Reich.

His thesis—hardly new to Anglo-Saxon readers but understandably more controversial in Germany—was that before 1945 educated Germans were brought up to venerate a distorted version of their cultural heritage. Instead of building on the foundations laid by the poets and philosophers of the eighteenth century, they retreated into their worship, and into a mystical—or at least irrational—conviction that German culture was inherently superior to others.

The treatment given to Goethe and Schiller was typical of this approach. Both were cited with awe as heralds of German greatness, but little attention was paid to the underlying or critical aspects of their writing. The adulation poured on Schiller was, of course, peculiarly exaggerated, and it was not difficult for Nazis to capitalize on this by referring to "Schiller the comrade of Hitler." Perhaps more important was the impact of this mindless glorification on schoolchildren and students.

As a teacher, youth leader and supervisor of schools, in Nuremberg, Dr Glaser is particularly good at illustrating the extent to which German education reflected a bombastic, uncritical approach to the past. Schiller—who is described as a "miserable and petty ideal" to write for one nation only—was presented in German school primers as "prophetic" in the sense that he predicted the coming of a new era, the era of the young Adolf Hitler, and then kindling the light of a higher life in their breasts—whatever that may have meant. Indeed, it is a recurrent theme of Glaser that a great deal of what was taught to the young about history, literature and art had little meaning. He is particularly critical of conformist German university professors who dressed up nationalistic clichés in high-sounding, complicated phrases instead of subjecting them to critical analysis.

Glaser builds up a composite picture of German official culture in the nineteenth and twentieth centuries which embraces a philistine set of aesthetics, extreme male chauvinism, militarism, mystical nationalism and anti-Semitism. He sees the vehicles for the dissemination of this *Spießer-Idologie* as the schools, the universities, popular novels and journals, and utterances of those in authority, including Kaiser Wilhelm II and, of course, Hitler.

Glaser has a broad and vulnerable target to aim at and he makes some splendid hits. His descriptions of the German ideal of womanhood or the woolly-mindedness of the student corporations are convincing in the extreme. But there is something rather unidirectional about his approach; he makes few distinctions between individuals, groups or historical periods, regarding the whole of Germany's middle class as one pot or, perhaps best, as a whole of more appropriate British readers might be better advised to look to the works of Ronald Butler or George Mason to see the underlying currents of the intellectual and class ideology. It is not quite clear why after so many books have been published on the subject of German Fascism it was felt necessary to produce an English translation of Glaser's original book. It is hardly a literary masterpiece and it cannot be said that the translation improves upon it.

A. J. Nicholls

### COALITIONS IN BRITISH POLITICS

Edited by David Butler  
... should be compulsory reading ... because we need to know how coalitions have worked if coalition politics could be here to stay.—Austin Mitchell, MP, Labour Weekly  
hardcover £7.95 0 333 23566 5, paperback £3.95 0 333 24081 2

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Martyn Sloman  
A highly topical book which explores and considers the relationship between social theory and industrial practice. It is time for whole series of changes, and this book will help by focusing the argument about them.—Ken Coates, Labour Weekly  
£7.95 0 333 22640 2

### THE NORTHERN IRELAND SOCIAL DEMOCRATIC AND LABOUR PARTY

Political Opposition in a Divided Society  
Ian McAllister  
Foreword by Richard Rose  
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## Chelmer Institute of Higher Education

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Faculty of Education, Arts and Humanities

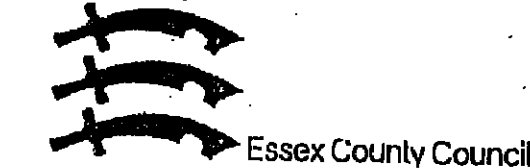
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required immediately to lead the Further Education Teacher Training Section (Chelmsford) in the In-Service Education Department, responsible for in-service teacher training in further and adult education. The Chelmer Institute is expected to make a major contribution to the development of regional Further Education Teacher Training and the successful applicant will be required to provide leadership in this area. Applicants should be highly qualified teachers with FE/HE background, substantial teacher training experience and expertise in one or more of the following: curriculum studies, curriculum design, community and adult education. Salary Scale: £7,047 to £8,844 per annum (bar at £7,818).

### Department of Law

#### Lectureships in Law

Lecturers are required for BA (Hons) Law Degree Course. Teaching experience is not essential. Salary Scales: Lecturer I £5,192 to £5,534 per annum. Lecturer II £4,101 to £5,558 per annum. Application forms, to be returned within 14 days of the appearance of this advertisement, and further details from the Secretary.



Essex County Council

## SOUTH GLAMORGAN COUNTY COUNCIL

INSTITUTE OF HIGHER EDUCATION

FACULTY OF ART AND DESIGN

(formerly South Glamorgan College of Art)

DEPARTMENT OF TWO DIMENSIONAL DESIGN

### SENIOR LECTURER IN DECORATIVE DESIGN

Salary £4,851 to £7,572

Applications are invited from experienced Decorative Designers with experience in designing for furnishing fabrics, wall papers, and bookends for the post of Senior Lecturer in Decorative Design. The person appointed will be expected to take a vital part in the preparation of this course curriculum. Application forms and further particulars are available from the Deputy Principal, South Glamorgan Institute of Higher Education, Western Avenue, Landaff, Cardiff CF1 2YU, to whom they should be returned within 10 days of the appearance of this advertisement. E. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

## ROEHAMPTON INSTITUTE OF HIGHER EDUCATION

A Federation of Hilly Street, Farnham, Southdown and Walsingham Colleges

### SECRETARY

#### FINANCE AND PLANNING

The Council of the new federal Roehampton Institute invites applications for this recently created senior administrative post. This is a post of considerable responsibility and applicants should have appropriate professional qualifications, preferably with experience in education.

Salary P02 range: £7,184.32 (inclusive of London Weighting Allowance); contributory superannuation.

Further particulars obtainable from: Dr. R. W. Arden, C.B.E., Roehampton Institute of Higher Education, Grove House, Roehampton Lane, London SW15 5PJ. Tel: 01-878 2701.

## East Sussex County Council

Applications are invited for the following appointments:

### Ref. 78/20-LECTURER II

#### I/C FOUNDATION STUDIES

Neighbourhood Painter or Sculptor/Designer with Basic Design understanding

To commence 1st September 1978, or as soon as possible thereafter.

Salary Lecturer Grade II £4,101 to £5,558 per annum depending on qualifications, training and industrial teaching experience.

Details and forms, returnable by first post Monday 26th June from the Principal, Hastings College of Further Education, Arclery Road, St. Leonards-on-Sea, TN38 0LX.

## WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION

Applications are invited for the following post in the Authority's Service for September 1, 1978, or as soon as possible thereafter:—

### Head of the School of Art

(Burnham Grade V)

The School offers vocational courses in the Fine and Applied Arts, including a Foundation Course in Art, Architectural Glass, Graphic Design, Pictorial and Technical Illustration and Photography, as well as non-vocational courses in a wide range of crafts. It also provides Art and Design Units for the Diploma of Higher Education and the Bachelor of Education degree.

The successful candidate should have appropriate administrative ability, broad interests, significant professional experience and the personal qualities required to lead a team of over twenty full-time and a large number of part-time tutors. In particular, the Institute is seeking a person of vision in the field of the Visual Arts in Higher Education, who can make a significant contribution to the planning and development of high-level vocational courses such as TEC Art and Design Units and degree Schemes in the Applied Arts.

Salary scale: £8,643 to £9,803.

Application forms and further particulars are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting post reference F1/1.16.78.

Closing date for the receipt of completed application forms is June 26, 1978.

John Beale, Director of Education, Education Department, Princess House, Princess Way, Swansea.

## Surrey Education Committee

### BROOKLANDS TECHNICAL COLLEGE

Heath Road, Weybridge, Surrey

### Head of Department of Management and Business Studies Grade IV

to be responsible for coordination, development and administration of this progressive Department which offers a wide range of ad hoc residential management training courses for the junior to senior management, and a variety of examination and/or professional association courses.

Candidates should be graduates and have an appropriate professional specialism and experience of Further and/or Higher Education. Relevant industrial experience in a position of considerable responsibility desirable.

Salary scale: Grade IV, £7,841 to £8,901, plus £150 London Weighting.

Commencing salary dependent upon qualifications and experience. Generous relocation expenses in approved cases.

Further details and application form from the Principal to be returned by Wednesday, June 21, 1978.

## ST MARY'S COLLEGE

Strawberry Hill, Twickenham

This is a Catholic College of Higher Education with 1,200 students. It offers Internal Degree Courses in Law, Veterinary, Arts, Sciences, Humanities and Education.

### Lecturer in Education

Applications are invited from well qualified and experienced persons for this post which becomes available from September, 1978.

Candidates should be qualified to teach at degree level in Education, Psychology and should also be able to contribute generally to the work of the Education Department.

The salary will be in accordance with Burnham Further Education Scale plus London Allowance.

Further details from the Principal to whom applications (there are no official forms) should be sent together with the names of three referees, to arrive not later than Friday, June 26, 1978.

## Ilkley College

### The College in the Dales

An Associate College of the University of Bradford (formerly Bingley and Ilkley Colleges)

### B.Ed. Honours with specialization in Dance

A one-year, full-time, in-service course for qualified teachers (the only degree of its kind in the country). The programme is designed to meet the need for an advanced course in Dance expressed by practicing teachers, lecturers and L.E.A. advisers seeking additional qualifications.

The course is run in three units covering

- ☐ Dance and the curriculum
- ☐ Dance composition
- ☐ The cultural significance of dance.

There will also be time for workshops and private study.



Further details and forms of application from:  
The Dean of Admissions  
Ilkley College  
Wells Road  
Ilkley  
West Yorkshire LS29 9RD  
Tel: Ilkley 609010

## Nene College Northampton

Required for September, 1978:

### Two Lecturers to teach to Degree Level in

#### (a) Psychology and

#### (b) Sociology

Application forms from A. R. Lodwick, Dean of Education and Social Science, Nene College, Moulton Park, Northampton NN4 7AL (S.A.E. please).

### Colleges and Departments of Art

**HAMPSHIRE**  
WIMBORNE COLLEGE OF ART  
OR ART  
HEAD OF PAINTING  
Applications are invited from well qualified and experienced persons for this post which becomes available from September, 1978. The salary will be in accordance with Burnham Further Education Scale plus London Allowance. Further details from the Principal to whom applications (there are no official forms) should be sent together with the names of three referees, to arrive not later than Friday, June 26, 1978.

**LONDON: S.W.7**  
ROYAL COLLEGE OF ART  
SCHOOL OF TEXTILES  
Applications are invited from well qualified and experienced persons for this post which becomes available from September, 1978. The salary will be in accordance with Burnham Further Education Scale plus London Allowance. Further details from the Principal to whom applications (there are no official forms) should be sent together with the names of three referees, to arrive not later than Friday, June 26, 1978.

## Courses

### Bursaries in Offshore Structures

S.R.C. and industrially sponsored bursaries are available for the MSc course in Offshore Structures commencing October, 1978. Offshore Engineers are urgently required to design and develop structures for exploration and production of North Sea Oil and Gas. Former Cranfield-trained Offshore Engineers have found well-paid positions with Oil Companies and the Offshore Industry.

For further information and application forms, honours graduates in engineering should write to:—

## Cranfield

Dr. C. I. Kirk,  
Cranfield Institute of Technology,  
Cranfield,  
Bedford MK43 0AL.  
Tel.: 0234 750111  
Ext. 241.

## CITY OF LONDON POLYTECHNIC

Two-year part-time MA degrees in Politics & Government  
Course starts in September 1978

The Unit of Political Studies continues to offer also its full-time BA degree in Politics and Government. Full details of both degrees from:

The Senior Assistant Academic Registrar  
City of London Polytechnic  
Calcutta House  
Old Castle Street E1  
Telephone 01-283 1030  
Ext 678

## Research Posts

**WARWICK**  
THE UNIVERSITY  
RESEARCH ASSOCIATE IN ECONOMICS  
Applications are invited for a post of Research Associate in Economics. The post is in the Department of Economics and is concerned with the study of the economic aspects of the oil industry. The successful candidate will be expected to undertake research in this field and to contribute to the teaching of the course. The salary will be in accordance with the University scale for Research Associates. Further details and application forms from the Director of Research, Department of Economics, Warwick University, Coventry CV4 7AL.

## Colleges and Institutes of Technology

**LOTBIAN**  
REGIONAL COUNCIL  
NABES AND TECHNOLOGY  
Research Post  
A RESEARCH ASSISTANT in the field of NABES and Technology. The successful candidate will be expected to undertake research in this field and to contribute to the teaching of the course. The salary will be in accordance with the Regional Council scale for Research Assistants. Further details and application forms from the Director of Research, Lotbian Regional Council, Lotbian, Lotbian.

## EVERY WEEK

THE TIMES HIGHER EDUCATION SUPPLEMENT is published every week. It contains information about higher education in the United Kingdom and abroad. It includes details of courses, colleges, and departments of art. It is a valuable resource for students and teachers alike. The supplement is published by The Times Higher Education Supplement, London.

## PAISLEY COLLEGE

Applications are invited for the following Academic Posts which are offered in this continually expanding Central Institution.

### DEPARTMENT OF SOCIAL STUDIES (Four Vacancies)

#### (1) LECTURER IN SOCIOLOGY (permanent post)

The successful applicant must have a good honours degree in Sociology and preferably a higher degree and will be required to make a specialist contribution in the field of DEVIANCE and one or more of the following:—

POLITICAL SOCIOLOGY, SOCIOLOGICAL THEORY, SOCIOLOGY OF INDUSTRIAL SOCIETIES, SOCIOLOGY OF THE FAMILY

#### (2) LECTURER IN SOCIAL WORK (permanent post)

To assist with teaching in the expanding Social Work option in BA Applied Social Studies. Applicants should have a good degree in Social Science or a related field, hold a COSW or equivalent professional qualification and have experience as a professional social worker, including student supervision.

#### (3) LECTURER IN CAREERS GUIDANCE (two-year temporary appointment)

The successful applicant should be a graduate preferably in Social Science, hold a professional qualification and have professional experience in Careers Guidance and be prepared to teach careers guidance professional studies, interviewing, group work, and to make a contribution to teaching in one of the following areas:—

PSYCHOLOGY, EDUCATIONAL STUDIES OR INDUSTRIAL STUDIES, SOCIOLOGY

#### (4) LECTURER IN PSYCHOLOGY (two-year temporary appointment)

Applicants should have good honours degree in Psychology and preferably research or teaching experience and be prepared to teach the subject and its applications to honours level as well as to non-specialists in Social Science, Social Work, Business Economics, etc.

Reference THES/18/1

### DEPARTMENT OF MATHEMATICS AND COMPUTING (Two Vacancies)

Applications are invited from people wishing to teach at graduate and post-graduate levels.

#### (1) LECTURER IN COMPUTING (permanent appointment)

To teach in the following areas: Applications of Computing to at least one of Management Sciences, Simulation, Statistics.

#### (2) LECTURER IN COMPUTING (two-year appointment)

To teach in the following areas: Data-base, Systems Analysis, for the Applications of Computers in Business. The Department is responsible for honours degrees in Computing, Mathematical Sciences, and a postgraduate Diploma in Applied Statistics and Operational Research. (Informal enquiries to Head of Department, Professor R. R. Burnside.)

Reference THES/16/1

### DEPARTMENT OF CIVIL ENGINEERING TEMPORARY LECTURER (post tenable for two years)

Main teaching area to be covered is Surveying but applicants will be required to take part in the teaching of at least one of the following subject areas in addition: Theory and Design of Structures, Traffic Engineering, Materials and Construction. An Honours degree in Civil Engineering and experience in practice are important qualifications. Experience in teaching and research are advantageous but not absolutely necessary.

Reference THES/13/1

### DEPARTMENT OF LAND ECONOMICS LECTURER IN LAW (two-year appointment)

The successful applicant should have an academic qualification—preferably in Scots Law—to deal with the legal aspects of property. Postgraduate professional experience would be an advantage but is not essential. Applicants will be expected to deal with law of Property, Contract and Deeds, but the opportunity will be given to extend this range to specialize in Property Management and Taxation and Compulsory Acquisition, in the BSO Land Economics course.

Reference THES/20/1

### DEPARTMENT OF CHEMISTRY LECTURER IN CHEMISTRY (two-year temporary appointment)

Applicants must have a higher degree with research and/or teaching experience. An interest in Environmental or Analytical Chemistry would be an advantage but applications from candidates with other special interests will be considered.

Reference THES/12/1

### DEPARTMENT OF ELECTRICAL ENGINEERING LECTURER IN ELECTRONIC ENGINEERING (one-year appointment from August, 1978)

Experience in at least one of the following areas is desirable: Microprocessors, (Solidity), Analogue and Digital Electronics, Network and Field Theory.

Reference THES/14/1

All posts are on Salary Scale: Lecturer "A" £4,058 to £7,668.

Application forms and further particulars are available from the Principal, Paisley College of Technology, High Street, Paisley PA1 2SE. Telephone number 041-587 1241, extension 284.

Please quote appropriate reference. Closing date June 23, 1978.

## DUNDEE COLLEGE OF TECHNOLOGY

### TEMPORARY LECTURER IN EDUCATIONAL TECHNOLOGY

Applications are invited for this additional temporary post in a developing area of the college's work. The person appointed will be expected to contribute to post-experience courses in educational technology and communications media, and to develop and supervise research work in these fields. The appointment will be for a fixed period of two years.

Applicants should be suitably qualified with a higher degree in educational psychology or educational technology, and have experience in the design of structured learning materials.

Salary, including supplements, will be in accordance with the Administrative Assistant (Education) Dundee College of Technology, Bell Street, Dundee DD1 1HG, to whom completed forms of application should be returned not later than June 30, 1978.

Further particulars and forms of application are obtainable from the Administrative Assistant (Education), Dundee College of Technology, Bell Street, Dundee DD1 1HG, to whom completed forms of application should be returned not later than June 30, 1978.

### Research Posts continued

## INSTITUTU TEANGOLAIOCHTA EIREANN (LINGUISTICS INSTITUTE OF IRELAND) SOCIO-LINGUISTIC/SOCIAL RESEARCH

Applications are invited from persons of established research ability in the fields of sociolinguistics, sociology, social psychology, or related areas, for a position in the sociolinguistic department of I.T.E.

The person appointed will be expected to build up and develop the department into an effective unit for carrying out major research projects in the fields of sociolinguistics and the sociology of language. Such projects would deal mainly with language acquisition, use and attitudes in a bilingual setting.

The successful candidate will have had experience in the design and execution of large scale social research projects and will be competent in the use of survey methods and in related techniques of data analysis.

Experience of other relevant social research methods and a knowledge of the Irish language are desirable. The appointment may be at the level of Research Officer or Senior Research Officer depending on age, qualifications and experience.

Salary range: Research Officer: £5,122 to £6,723 per annum. Senior Research Officer: £6,761 to £9,180 per annum.

Application forms and further information may be obtained from the Secretary, I.T.E., 31 Fitzwilliam Place, Dublin 2, Ireland. Closing date: July 17, 1978.

## The Polytechnic of North London

### School of Librarianship

### Temporary Lecturer Grade II

Applications are invited for a temporary appointment of one year's duration to teach certain aspects of mathematics, statistics and quantitative methods to students of librarianship at undergraduate and postgraduate levels.

Applicants should have qualifications in one of these fields and preferably, but not essentially, some experience of library or information work.

The appointment is from September 1st, 1978 (but a later starting date may be agreed) and will terminate not later than the 31st August, 1979.

Salary scale: £4,851 to £7,572 (inclusive of London Weighting Allowance). Application form and further details from: Establishment Officer, The Polytechnic of North London, Holloway Road, London N7 8DB.

Informal enquiries to Edward Dudley, Head School of Librarianship, 207-225 Essex Road, London N1 3PN. Tel. 01-607 2759, ext. 2410/2413.

Closing date: 22 June, 1978.

### General Vacancies continued

## Kingston Polytechnic Students' Union

### FINANCE OFFICER

Duties: Preparation of final accounts, preparation of budgets and monthly financial reports. Development of purchasing system, management of Union assets, implementation of financial controls, servicing the Finance Committee.

Qualifications and Experience: Substantial experience of the above types of duty essential, some formal accounts qualification preferred. Knowledge of Students' Union of Kingston Polytechnic, Kingston, Surrey, is an advantage.

Terms and Conditions: Salary in range of £4,070 to £220-£4,730 p.a. Twenty days leave plus public holidays; free pension scheme etc.

To apply: Send full Curriculum Vitae, including age, qualifications and full employment history, to: K. E. Spencer, Kingston Polytechnic Students' Union, Penryn Road, Kingston upon Thames, Surrey, to arrive not later than Wednesday 28th June 1978. Applications should contain the name and address of three persons to whom reference can be made.



## General Vacancies

## LECTURERS

for Degree and post-graduate courses in

## Mechanical Engineering Ammunition &amp; Explosives Operational Research

The Royal Military College of Science at Shrivenham in Oxfordshire has an academic staff of over 100 whose duties are similar to those of University lecturers.

Research is an important aspect of work within the College, which has excellent facilities and equipment and many of the projects undertaken are sponsored by and carried out in collaboration with Government research and development establishments; close links are also maintained with Universities and other R. & D. organizations. As in any University, the academic staff are not only involved in on-going departmental projects but are also encouraged to develop their own research interests and to publish their findings.

Lecturers and Senior Lecturers are now required in the following areas:

**Department of Mechanical Engineering**—divided into three branches: Applied Mechanics, Applied Thermodynamics and Mechanical Design. The Department is responsible for teaching first degree students in Civil, Mechanical and Electrical Engineering and M.Sc. students in Military Vehicle Technology and Gun Systems Design. The Department also conducts army staff courses and teaches a growing number of civilian students. The current vacancies are in the Mechanical Design Branch, but applications are sought from those with experience relevant to any section of the work of the Department.

Candidates should have a first or second-class honours degree or an equivalent qualification in an appropriate subject, and should, preferably, have practical mechanical design experience. Ref.: S/9812/3.

**Ammunitions Section of the Chemistry and Metallurgy Department**—has a long history of expertise in weapons systems. It is currently increasing its teaching in the field of ammunition and explosives, following the introduction of a one year M.Sc. course in Gun Systems Design. The successful applicant will teach all aspects of the subject of ammunition, including ammunition design, and some aspects of the science of explosives and ammunition related subjects, such as Mechanical Design, Metallurgy, Non-Metallic Materials and Ballistics. The person appointed will be expected to carry out research in the general field of ammunition and explosives.

Candidates should have an honours degree or an equivalent qualification in an appropriate subject. Candidates without these qualifications who produce evidence

of high professional attainment will be considered. Previous experience in the field of ammunition or explosives is desirable. Ref.: S/9814/3.

**Operational Research Branch of the Management Science Department**—is responsible for all O.R. teaching on undergraduate and post graduate CNA degree courses, the Army Staff Course and specialist courses.

Candidates initial responsibilities will be to lecture on undergraduate and post-graduate degree courses and to help supervise teams employed on contract consultancy work being carried out on an increasing scale by the Branch in both military and public sectors. Staff are expected to undertake relevant applied research.

Candidates must have a first or second class honours degree or an equivalent qualification in a mathematically based subject. Some specialization in operational research or statistics would be an advantage but is not essential. Ref.: S/9813/3.

Appointment will be as Senior Lecturer (£5,150-£6,500) or Lecturer (£3,160-£4,110).

Starting salary may be above the minimum at each level. There is a non-contributory pension scheme. Accommodation may be available for single staff and housing for married persons.

For further details and an application form (to be returned by 20 June 1978) write to Civil Service Commission, Alconbury Link, Basingstoke, Hants RG21 1JR, or telephone Basingstoke (0256) 68531 (answering service operates outside office hours). Please quote appropriate reference.

## Colleges and Departments of Art continued

## DUNCAN OF JORDANSTONE COLLEGE OF ART

Applications are invited for the undernoted appointments of Lecturers A in the School of Home Economics, Catering and Institutional Management.

## 1. Lecturer in Accommodation Studies

Applicants should hold a Degree Higher National Diploma in Institutional Management. Industrial experience is desirable. The work will involve the responsibility for the development of Accommodation Studies in the Higher National Diploma Courses in Catering and Hotelkeeping and Institutional Management.

## 2. Lecturer in Social Science

Applicants should hold a Degree in Social Science including Psychology and Social Administration and should have relevant teaching experience and be able to teach a range of subjects within the discipline of Social Science in both the Diploma Course in Home Economics and the Higher National Diploma Courses in Catering and Hotelkeeping and Institutional Management.

The appointments will take effect from 1st September, 1978, or as soon as possible thereafter. The Salary Scale for both posts is £4,956-£7,698 per annum.

Further details and application forms may be obtained from The Secretary, Duncan of Jordanstone College of Art, 13 Perth Road, Dundee DD1 4HT (Telephone no. 0382/23261) to whom applications should be returned by 23rd June, 1978.

## Overseas

## MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH UNIVERSITY OF MOSCOW (MOSCOW—RUSSIA)

## LECTURESHIP IN ENGLISH

Applications are invited for a Lectureship in English. Applicants should be native speakers and possess one of the following degrees:

PhD or MA in English Language, English Literature, Grammar, Composition, Novel and Drama. Salary: Basic salary of £3,000 per month will be in accordance with qualifications and experience with the range of £1,200 to £2,000 per annum plus housing allowance and travel expenses. The appointment is required for the academic year 1978-79, beginning in September 1978, and is initially subject to extension. For further details, contact the British Council.

## IRAN

## FACULTY POSITION AVAILABLE IN IRAN ELECTRICAL ENGINEERING FACULTY

Position at the ASSISTANT PROFESSOR level in the Department of Electrical Engineering, Faculty of Engineering, Shiraz University, Shiraz, Iran. The successful candidate will be responsible for teaching and supervising students in the field of Electrical Engineering. The position is for a period of one year, renewable. Salary and other conditions will be in accordance with the University regulations. Applications should be sent to the British Council, 65 Davies Street, London W1V 2AA.

## ileA INNER LONDON EDUCATION AUTHORITY Inspector of Religious Education

Salary scale: £7,868.80-£8,669.80 (inclusive of London Weighting and Phase 1 and 2 Supplements).

Required as soon as possible an INSPECTOR OF RELIGIOUS EDUCATION. Applicants should have substantial teaching experience in schools or colleges and have appropriate academic qualifications. The successful candidate will be a member of a team led by the Staff Inspector and will be expected to advise on and develop religious education throughout the IEA.

Details and application forms from the Education Officer (EO) at 1A, Room 367, County Hall, London SE1 1PB. Please enclose a stamped addressed foolscap envelope. Forms to be returned by 26 June 1978.

## Kingston Polytechnic Students' Union GENERAL MANAGER

Duties: Management of all staff and Union Trading, servicing student committees, reception and development on Union projects, supervision of premises. Qualifications and Experience: Degree or equivalent preferred, proven record of staff management, knowledge of Students' Unions and sympathetic to their general aims, ability to prepare information concisely for committee decisions.

Terms and Conditions: Salary in range of £4,700-£12,000 p.a. probably at higher end of scale. Twenty days leave, plus public holidays, free pension scheme etc. To apply: Send full Curriculum Vitae including age, qualifications and full employment history to R. F. Spencer, Kingston Polytechnic Students' Union, Penrhyn Road, Kingston upon Thames, Surrey, to arrive not later than Wednesday, 21st June, 1978. Applications should contain the names and addresses of three persons to whom reference can be made.

## Overseas continued

## FACULTY OPENINGS Higher Institute of Technology (Brack) Socialist Peoples Libyan Arab Jamahiriya

## GENERAL SCIENCES DEPARTMENT

Openings in Biology, Chemistry, Physics, Mathematics/Statistics, all M.Sc. or equivalent with teaching and technical experience.

## FOOD SCIENCES DEPARTMENT

Food Analyst, Laboratory Quality Control MSc/PhD, Food Processor, MSc/PhD in Food Science or equivalent with experience in design and layout, etc. Laboratory and Hygiene.

Nutritionist, MSc/PhD or equivalent with experience. Food Technologist, MSc/PhD with practical experience.

## ENVIRONMENTAL SCIENCES DEPARTMENT

Water Resources Specialist, MSc/PhD with practical training or teaching experience. Environmental Chemist, MSc/PhD in chemistry with experience in pollution control.

Algologist, MSc/PhD. Preferably with practical experience in tropical climates.

## MEDICAL SCIENCES DEPARTMENT

Medical Laboratory Scientist, (specializing in Microbiology), MSc or equivalent.

Medical Laboratory Scientist, specializing in Haematology/Serology, MSc or equivalent. Anatomical/Physiologist, MSc/PhD or equivalent.

Analytical Chemist, BSc/MSc for position as Instrumentation Laboratory Technician. Medical Technicians, in biochemical, histological and Medical Microbiology Laboratories.

TECHNICAL STAFF will also be required for the following departments: Food Sciences, Environmental Sciences, General Sciences (Chemistry and Biology) and a glass blower/electrician (with experience of scientific equipment), metal worker and furniture maker.

All applicants must be of the highest quality, the language of instruction is English. Salaries are excellent and the facilities for staff include office air-conditioned housing, medical services, transportation and terminal facilities.

The existing faculty comprises teachers from Britain, Canada, Egypt, Iraq, Japan, Lebanon, Pakistan, Palestine and USA.

Application should be sent to: Dean, Higher Institute of Technology, P.O. Box 12024, Tripoli, Libya.

And separately to: Dean, Higher Institute of Technology, Lyster Campus, Hal-Far, Malta.

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Yours faithfully,  
REG WRIGHT,  
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Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or abbreviate them if necessary.